EASTER SEAL COMMUNICATION INSTITUTE

Incorporating
Blissymbolics Communication International

Annual Report 1987

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Report of the Executive Director

As I write this, my last report as Executive Director, I have many mixed feelings. I feel great pride in our accomplishments since 1971, when I worked as the educator within an interdisciplinary team, teaching Blissymbols to nonspeaking youngsters for the first time. Many exciting and satisfying breakthroughs have been made; many lives have dramatically changed. The children who were my first Blissymbol students are now young adults, sharing platforms with me and my colleagues, forever teaching us and helping us give information regarding the needs of augmentative communicators to many types of audiences. Ontario, through the Assistive Devices Program of the Ministry of Health and its designated clinics throughout our province, is in the forefront in making communication technology available to young people. The long years of experience of many Ontario professionals enables us to give international leadership in many aspects of augmentative communication.

Yet I have concerns. As we focus upon integration within educational programs, many young augmentative communicators are being placed in situations where the support they need cannot be provided. Many teachers lack knowledge and many parents are drained of energy as they focus upon immediate issues rather than upon long term and developmental concerns. The tools to communicate, the knowledge of leading professionals and the goals of communication are becoming ever more refined. But the education and social integration of those who use augmentative communication leaves much to be desired.

Our service program, with its consultation, training and resource centre, along with our ongoing development of the Blissymbolics system; our magazine *Communicating Together;* our support of augmentative communicators as presentors; our distribution of materials within Canada; and our research project relating to graphic systems, attempts to bring respect for the augmentative communicator and knowledge about augmentative communication to those who can contribute to the lives of nonspeaking persons. Many day-to-day challenges compete for our attention. We must constantly remind ourselves of the objectives of the Easter Seal Communication Institute (ESCI).

We have re-stated our aims and objective statement to emphasize the five areas of activity of ESCI:

I. Contributing to the field of augmentative and alternative communication in a manner that promotes cognitive, social and emotional growth.

Immediate Tasks:

1. To develop a service model and an assessment protocol relating to the communication and education of augmentative communicators.
2. To conduct research relating to graphic systems.
3. To provide a forum for sharing information amongst professionals through a formal association with Affiliates, Presentors and Associates and through a computer conferencing system.
4. To disseminate our work to other professionals through publications and conference presentations.

II. Implementing services to improve the quality of instruction for augmentative communicators toward the development of cognitive, social and emotional growth.

Immediate Tasks:

1. To provide support to educators of augmentative communicators through the Educational Service Program consultation, orientations, resource room and library.
2. To provide support to educators of augmentative communicators through training workshops and seminars.
3. To develop and apply an educational assessment protocol within the ESCI service to school boards in Ontario.
4. To explore ways of providing services to professionals involved with adults and preschoolers.

III. Educating, informing and increasing the awareness of those who are in a position to make positive life changes for nonspeaking people.

Immediate Task:

1. To further the understanding of professionals, families and community members toward the successful integration of nonspeaking people into society through ESCI publications (*Communicating Together, Communicating in Ontario*), professional lectures and community presentations by augmentative communicators.

IV. Incorporating Blissymbolics Communication International within ESCI, to maintain support for the system of Blissymbolics, considering it to be a valuable means to advance augmentative communication that contributes to development and growth.

Immediate Tasks:

1. To further develop system vocabulary and principles through the International Symbol Panel and System Committee.
2. To maintain system and training standards, by example and through support to publications.
3. To participate in meetings and projects with international Affiliates and Associates.
4. To support and develop Blissymbol applications.

V. Making augmentative communication materials and publications readily available to those who require them.

Immediate Tasks:

1. To produce and distribute Blissymbol publications and materials internationally.
2. To distribute augmentative communication publications and materials in Canada.

With our name change in the spring of 1987, from Blissymbolics Communication Institute to Easter Seal Communication Institute (ESCI), incorporating Blissymbolics Communication International (BCI), we held two open houses - one for our associates within The Easter Seal Society and one, in conjunction with The Easter Seal Society's Open House in November, for our colleagues in other agencies.

We have increased our collaboration with Easter Seal Society district nurses and parent delegate groups and have focussed heavily upon the development of our Educational Service Program (see ESP and Training Reports).

An important project within ESCI in 1987 was the production by Breakthrough Films and Television, Inc. of a videotape entitled Speaking For Our Selves. The message of the videotape was developed by Kari Harrington, John Dowling, Susan Odell and Ann Running to help the community better understand and respond to the communication needs of augmentative communicators. We are deeply appreciative to the Pilot Clubs of Ontario for their financial support to this project and to Breakthrough Films and Television Inc. and Toronto ESP for their donation of equipment and expertise. The videotape has greatly enriched the presentations by our four community presentors.

Blissymbol development took on a special international flavour in 1987, when Claudia Wood moved to the United Kingdom for a one to two year period. Claudia has been able to take advantage of her situation to meet with European International Panel members, extending the amount of information we derive from different language groups - much to the advantage of system development.

Although income from materials and training has provided a proportion of our income, funding concerns have remained with us in 1987. We are very grateful for the financial assistance of The Easter Seal Society, contributing as they do, two thirds of our support. Our Board of Directors (see Appendix A) continues to seek funds for operational expenses, but has difficulty in substantially increasing the income raised for this purpose. We were very fortunate to receive a grant from the Henry White Kinnear Foundation directed toward the use of computer technology within our office. Thanks to this funding, we are upgrading our data bases relating to the library, mailing lists, system development, service documentation, sales and the graphic information structure. The results of this funding will be felt by every staff member in increased efficiency. We are very pleased that Designing Aids for Disabled Adults (DADA) has undertaken the contract for this work. Our association with them is very supportive and beneficial to many projects.

Contributing greatly to our increased computer capability has been a Macintosh computer donated by Apple Canada Inc. This has been upgraded and supported by a Laserwriter printer, generously donated by the Toronto Zonta Club.

Support to IDON Corporation from Supply and Services, and the Department of Communications, Canada, announced in March, 1988, promises excellent opportunities for Blissymbol users. The project, entitled "The Development, Standardization and Operational Field Trial of a Blissymbol Telephone (BlissTel) for the Speech-Impaired" is funded to the level of $737,500.00 over a four year period commencing April, 1988. BCI looks forward to working closely with IDON as this project begins to be implemented.

Blissbook, a software project for the ICON computer, supported by the Ontario Ministry of Education, nears completion at the time of writing this report. We look forward to supporting its application within the reading programs of Blissymbol users and are hopeful that it will be applied to other computers in the near future.

Both BlissTel and Blissbook hold promise for greatly expanding the communication capabilities of Blissymbol users. They offer important extensions to the technology utilizing Blissymbols. (See Appendix B).

As a result of a project in which I participated, ESCI will soon have the opportunity of hosting a course for special educators, sponsored by York University, Faculty of Education. Thanks to the initiative of Sylvia McPhee, Special Education and Provincial Schools Branch of the Ontario Ministry of Education, and the support of Robert Sheridan, Co-ordinator of the Teacher Education Section, University Relations Branch of the Ministry of Colleges and Universities, a course outline was developed throughout 1987 for the Ministry of Education Additional Qualifications program, as a basic level elective on Alternative and Augmentative Communication. Upon the invitation of Laverne Smith, Associate Dean, York University, Faculty of Education, I have been asked and have willingly accepted, to serve as course director. The course is to be held July 4 to 15, 1988, at the ESCI Resource Centre. It is an exciting way to begin my retirement.

Another project worked on in 1987, to which I hope to continue contributing in the future, is our graphic information structure co-ordinated by Barbara Reid. Under her direction and in co-operation with work being undertaken by Dr. George Karlan, Department of Special Education, Purdue University, Barbara Turner is entering data relating to the picture sets and symbol systems being used in North America. In the future, it is hoped that this data base will be of assistance to both researchers and instructors.

In looking back over 1987 and early 1988, many adjustments have been required. There has been a new location and a new name, with new staff members (see Appendix A), disappointments in not receiving Ministry of Education research funding and not qualifying for Ministry of Health authorization as an assistive devices clinic. But we have had strong reinforcement from York University's decision to hold a course on augmentative communication, from the Henry White Kinnear funding, from IDON's BlissTel project being supported and from watching many staff members grow in their knowledge and capabilities.

Satisfying as well, has been ESCI's contribution to the International Society for Augmentative and Alternative Communication (ISAAC), helping the Secretariat during its formative years in Toronto. Now Liz Baer, secretariat co-ordinator, is bringing a much needed quality of service to the membership and executive committee.

I write this report immediately upon return from the Milan meeting of BCI European Affiliates. The warmth, support and excitement brought by all participants to the meeting needs to be shared by all those working within and supportive to ESCI. Forty participants from fourteen countries, representing twelve language backgrounds, reported on their programs, shared materials and videotapes and ideas, and worked long hours - in meeting rooms, at a hilltop picnic, in a country home, on buses and in restaurants - creating new symbols and discussing the principles and system capabilities of Blissymbolics. The longterm, broad perspective needed to appreciate the contribution of Blissymbolics to the field of augmentative communication was strongly reinforced.

I have been pleased to continue my involvement within the programs of other organizations in our field. In 1987, I served on the Advisory Committee in the final stages of the American Speech-Language-Hearing Association (ASHA) project entitled "Implementation Strategies for Improving the Use of Communication Aids in Schools Serving Handicapped Children". I served as past president of the International Society for Augmentative and Alternative Communication (ISAAC) and chaired the nominations committee for ISAAC. I served on the Board of Directors of the Association for the Advancement of Rehabilitation Technology (RESNA), attending two meetings in Washington. I participated on Advisory Committees for Sheridan College and the Microprocessor Application Training Program (MATP) of the March of Dimes. I served as a peer reviewer for the Assistive Devices Program of the Ministry of Health, reviewing four sites, and participated on the ADP Education Task Force, contributing to the curriculum development committee. Described earlier in this report, I served on a curriculum development committee for the Ministry of Education, developing a course outline for an alternative and augmentative communication elective. In all these activities, I welcomed the opportunity to contribute and always benefitted from much learning.

I began this report expressing the mixed feelings one must have in working within a program which is affected by many levels of knowledge, many different philosophies, many different "current interests" and varying sources of financial support. I close with the very strong conviction that our model of service delivery has much to offer educators and that this will become widely recognized and valued in the years to come. It is based on the needs of non-speaking individuals and upon contributing to the support provided by those who are in daily contact with them. Secondly, my belief in the need for ESCI to maintain its support to Blissymbol development has been intensified. The current programs in Europe are strong reminders of the strength of the Blissymbolics system in contributing to the total development, communication and education of its users.

I look forward to my retirement from the role of executive director and to withdrawing from the heavy responsibilities that the position has entailed, and I look forward enthusiastically to serving in a volunteer capacity to Blissymbol applications and to consulting in areas where my experience can be of value.

In closing, I wish to thank all the staff and consultants to ESCI for their contribution to ESCI's accomplishments. To those who have volunteered their services, we are all deeply appreciative - Mary McMahon, Elizabeth Newton, Barbara Turner, Ian Turner, Ken Sharpless, Carol Lynn Katsios and Herb Colbran. To Bob McNaughton, ever supportive to all of us, a very special thank you! And to the members of the Board of Directors, I extend the gratitude of all staff members for their constant support and encouragement. We have an organization, of which we all can be proud.

Respectfully submitted,

Shirley McNaughton
Executive Director
April 1988

Report of the Educational Service Program

This report covers the period from January, 1987 to March, 1988 and will review some of the information contained in the 1986 (to March, 1987) Annual Report.

Background and Role of Service Program

The service program of our organization became identified as the Educational Service Program (ESP) at the time of our name change from Blissymbolics Communication Institute to Easter Seal Communication Institute (ESCI) early in 1987. ESP built upon the model developed through our Augmentative and Alternative Communication in Education (AACE) program, originally conceived within a three-stage project proposed to the Ontario Ministry of Education.

In the original submission to the Ministry of Education, it had been proposed that ESCI would provide and evaluate its service programs without charge to ten school boards representing the different types of service needs throughout Ontario. Although the Special Education and Provincial Schools Branch of the Ministry of Education was supportive to the concept of the AACE project, no financial support could be allocated. Thus ESP had to be developed on a fee for service basis and was unable to proceed according to the plans for stage three.

Currently, ESP's role is to assist the school boards of Ontario in providing support to educators, parents, and others involved in the educational process for nonspeaking students. Our efforts are directed toward complementing the work of the Assistive Devices Programs, funded by the Ontario Ministry of Health, to ensure a complete support network to meet communication and educational needs.

Our educational service to a school board is offered through a variety of environment based formats. It can best be described as a collaboration consultation model of service delivery. Providing a multidisciplinary team, we coordinate informal and formal assessment techniques to determine the nonspeaking student's educational and communication needs. The assessment procedure can be followed up by an inservice presentation for school board personnel to facilitate understanding of the nonspeaking student's educational program.

Educational Service Program staff can further contribute by providing ongoing support to the evaluation of the student's progress and to program implementation. The support provided is flexible, to respond to the needs of a particular school board. In some instances, it is direct training; in other cases it is provision of information to assist resource personnel to stay abreast of current information in the field of augmentative communication.

Staff of the Educational Service Program

Shirley McNaughton	Executive Director
Deb Ladd	Educational Augmentative Communication Specialist
Katy Mann	Educational Augmentative Communication Specialist
Nancy McCartney	Educational Augmentative Communication Specialist
Barbara Reid	Educational Augmentative Communication Specialist
Sherri Parkins	ESCI Representative
Keila Waksvik	Occupational Therapist/Consultant
Stephanie Hayes	Speech-Language Pathologist Consultant
John Dowling	Presentor
Kari Harrington	Presentor
Susan Odell	Presentor
Ann Running	Presentor

The work of the ESP augmentative communication specialists is divided between professional development; providing orientations, inservices, and training seminars; providing consultation and assessments; assisting visitors in the Resource Centre; and administrative duties supportive to their consultative role. Each undertakes special projects relating to her specific area of interest within augmentative communication.

As well as our staff of educators, we welcome the involvement as required of Keila Waksvik, occupational therapist, and Stephanie Hayes, speech-language pathologist, two highly qualified and experienced professionals.

A strong component of our service program has been the presentations given by Kari Harrington, Susan Odell, Ann Running and John Dowling. These four young adults were given training by ESCI staff in the spring of 1987, to give presentations relating to the services offered by ESCI and to orienting the community to augmentative communication. Funding for the training, transportation and assistants to the presentors was provided by donations in memory of Susan Wilson.

For further information about ESP staff members refer to Appendix C.

Advisory Committee

In the fall of 1987, an Advisory Committee to ESP was established, upon the recommendation of the Ministry of Education. Members include:

Dr. Burt Borthwick	Principal, Hugh MacMillan Centre School
Joe Cashen	Director of Services, Easter Seal Society
Barbara Chick	Director of Nursing Services, Easter Seal Society
Jill Cowie	Board of Directors, Easter Seal Society
John Fauteux	President, Ontario Teachers' Federation
Diane Hopkins	Supervisor, Community Services, Easter Seal Society
Dr. Peter Lindsay	Chairman, Faculty of Special Education Ontario Institute for Studies in Education
Dr. Daniel Ling	Dean, Faculty of Applied and Health Science University of Western Ontario
Marion McLeod	Chairman, Ministry of Education, Advisory Council on Special Education
Gwen Mann	Special Education Administrator, York Region Board of Education
Sylvia McPhee	Education Officer, Special Education and Provincial Schools Branch, Ministry of Education
W. Dennis Nolan	Superintendent of Education, Halton Roman Catholic Separate School Board
Cindy Nowina (ex officio)	Community Liaison Officer, Assistive Devices Program, Ministry of Health
Margaret Pollard	Ontario Association for Community Living
Dr. Richard Storr	Board of Directors, Easter Seal Communication Institute

This committee met monthly and was instrumental in developing ideas for the promotion of Educational Service Program services.

Service Delivery Model and Assessment Process

As executive director and originator of our service delivery model which focusses upon the role of the educator and the school support program, I have co-ordinated information dissemination and development of the assessment process and service formats, working closely with and strongly supported by the ESP augmentative communication specialists.

a) ESCI's service delivery model is based on the following premises:

1. The range of levels of support service available to nonspeaking students within Ontario school boards varies greatly: The service to be provided by ESCI must be flexible in format, level and degree.

2. To relate effectively to the needs of disabled students, we must work in close collaboration with disabled adults who have successfully developed communication competence: ESCI has as staff members disabled adults who are augmentative communicators.

3. To understand the problems of teachers and educational resource staff, we need to have knowledge and competence educationally, in addition to knowledge and skills relating to augmentative communication: ESCI has within its service staff, four educators who work along with a consulting speech-language pathologist and occupational therapist.

4. To relate to educational needs, the augmentative communication specialist must have a strong knowledge base in the graphic communication component, applying it to the student's full communication, literacy and academic program: ESCI focusses heavily upon Blissymbolics and symbol sets and systems, relating this component to the student's total communication system, including his/her use of technology.

5. To offer support as an augmentative communication specialist, one must have knowledge of the full range of augmentative communication systems and be informed regarding the research and service delivery activities of the field: ESCI consultants participate in conferences, read the literature and continuously update themselves regarding the full field of augmentative communication.

6. The development of communication competency occurs over time and in parallel with cognitive, social, academic, emotional development: ESCI's perspective is wholistic and relates to both short and long term goals.

b) Assessment Process:

The assessment process for ESCI consultants has two focusses - the student and the teacher. When attention is directed primarily to the teacher and the educational program, the process is called an educational review. When the student is the primary focus, the process is either an educational or communication assessment.

Both assessments are based on the following premises:

1. Assessment is a process that takes place over time - applying formal and informal techniques, within naturally occurring (naturalistic) and elicited (contrived) contexts and within the significant living environments of the student.

2. Those who can make a contribution to the assessment process include ESCI specialists, those working daily with the student within the educational program, those responsible for services supportive to the student's educational program and those with whom the student lives (family and/or residential counsellors).

3. Student assessment is but one component within a broader intervention process and must be integrated with the other components.

4. Assessment as a process is most effective when it is included in a system of intervention that is composed of an initial student assessment, the setting of short and long term objectives, planning and implementation of an intervention program, provision for ongoing student assessment, evaluation of the program's effectiveness, and program modification.

5. Critical to an effective assessment process are the clear understanding of objectives and effective observational and recording skills, on the part of all those involved in the intervention process (student assessment, program implementation, program evaluation, student re-assessment).

6. Assessment needs to be viewed from 2 perspectives:

   I. The intensive assessment procedure, undertaken by specialists at critical decision-making points in a student's development.

   II. The ongoing assessment process undertaken by all those involved in the student's communication development.

The role of the educator and the responsibility of the educational system toward augmentative communication must be given attention as it relates to the total intervention process. In the ESCI assessment process, we attempt to highlight the contribution to be made by educators because of: their regular daily involvement with those students who use augmentative communication; their responsibility for the student's learning program, ongoing from age five (or earlier) to twenty-one (or later); their special relationship with the student's family or caregivers; and last, but by no means least, the critical role of the student's augmentative communication system within the total learning program.

Application for Authorization to the Ontario Ministry of Health for Augmentative Communication Clinic Status

In the fall of 1987, application was made to the Assistive Devices Branch, Ontario Ministry of Health for authorization to serve as a special status, Level One Clinic. The service model proposed in our submission was as follows:

> The model being proposed is an environment based assessment service within which ESCI would provide the necessary augmentative communication expertise to allow a Board of Education's augmentative communication assessment to qualify as a Level One assessment, the equivalent of an assessment conducted within an authorized ADP Level I Communication Clinic.
>
> We envision that most assessments would take place within each Board of Education's facilities. ESCI would provide at least one professional - the augmentative communication specialist - and as needed, other professionals to ensure that the requirements of level one are met. We would encourage each Board of Education's professionals to join with us as members of the assessment team and, whenever possible, would include the student's own physician to serve as a team member. Recognizing that the full complement of professional expertise will not be available with every school board, ESCI has available, to serve as team members, four educators specializing in augmentative communication, a consulting speech language pathologist and a consulting occupational therapist.
>
> The student's family physician or the school board's consulting physician would be included in the assessment process.
>
> We see this environment-based assessment/prescription model as offering many advantages in Ontario. It is directed primarily to well positioned students (for whom seating is adequate) and ambulatory students: (1) for whom an initial communication system is needed immediately; (2) for whom attention needs to be focussed upon the organization and ongoing development and support of their communication; (3) for whom commercially available writing aids are needed; (4) for whom signalling aids are needed. It is also directed to students who need a provisional and interim communication system as they await their long term sophisticated assessment through a level two or level three clinic.
>
> Through an environment-based model, we see the opportunity of working with educators, supporting them, who, along with the Home Care professionals, provide a service to their students, helping them gain competency and knowledge to apply to future students. By ESCI having ADP prescription authority to meet home communication needs and by working with school boards in providing an augmentative communication assessment, we think students' needs will be more readily recognized

and supported within the educational system by school boards, while at the same time communication needs outside the school environment will be met through the Assistive Devices Program of the Ministry of Health.

Through ESCI contributing to the assessment process, we also see the advantage of orienting the school and Home Care professionals to the augmentative communication training and information services available through ESCI and the assessment and educational programs available through the Ministry of Health and assistive devices programs in Ontario.

Authorization was not granted because ESCI is not a public agency and needs to charge a fee for service; however, the Assistive Devices Branch, Ministry of Health expressed highest regard for ESCI's work and requested permission to "list ESCI among the Clinics as a recognized assessment and consulting agency."

Information sharing is ongoing with the Assistive Devices Clinics in Ontario, and ESP collaborates with the clinics and other agencies, seeking ways to best serve the interests of nonspeaking students.

Promotion of the Educational Service Program

To promote the Educational Service Program, a mailing went out in June, 1987 to all superintendents of special education and liaison persons within school boards, as identified in the AACE Survey of the Needs of Nonspeaking Students and Their Teachers. (See 1986 Annual Report, Appendix A).

Again in December 1987, upon the advice of the Advisory Committee to the Educational Service Program, a Prospectus (see Appendix D) was designed that further explained the services of the Educational Service Program. This Prospectus was mailed to current superintendents of special education and the corresponding liaison persons as well as to the directors of Assistive Devices Program, Easter Seal Society district nurses, Ontario Treatment Centres and to the Ontario Ministry of Education, Regional Offices Special Education personnel.

In March, 1988, upon the recommendation of the Advisory Committee to the Educational Service Program, a Parent Information Booklet (see Appendix E) was designed and distributed to Easter Seal Society parent delegates throughout Ontario.

The promotion of the Educational Service Program resulted in invitations to speak at Special Education Advisory Committee (SEAC) meetings, community group and professional development meetings, and has stimulated interest in the ESCI training seminars and Resource Centre. Requests for consulting services have been fewer than anticipated, however, and the need is strong for ongoing information dissemination to school boards regarding the availability of our support services in response to the needs identified in the 1985-86 survey.

Consultations

Seventy-four phone consultations were logged by the ESP staff between September, 1987 and March, 1988. The assistance provided has ranged from offering ideas related to presentations, to descriptions of our service as it relates to an individual student's needs, to referrals to other agencies, to detailed information relating to devices.

In February, 1988, the Halton Roman Catholic Separate School Board requested the first twenty-day contract for ESCI's services. Through this contract, ESCI is providing service to five classrooms, through educational reviews; to three students, through communication and educational assessments; and to the board personnel and families, through inservices, school and community presentations.

In the same month, the Timmins Board of Education contracted ESCI for a three-day educational review.

Easter Seal District Nurse Requests for School Visits

School visits have been made in response to requests from Easter Seal Society district nurses to the Ottawa, Hastings County (Belleville), and Prince Edward County (Picton) Boards of Education. Arrangements are in process for visits to one school within the Simcoe County Board of Education and one within the Simcoe County Roman Catholic Separate School Board.

Presentations to Special Education Advisory Committees

Presentations have been given by ESP consultants to committees for the following:

Simcoe County Board of Education

Dufferin-Peel Roman Catholic Separate School Board

Hastings County Board of Education

Scarborough Board of Education

Monthly Orientations in the Resource Centre

Orientations to the ESCI educational service program and to graphic systems and sets have been held, one per month. Thirty-eight persons have attended these sessions from November, 1987 to March, 1988. Ninety individuals have visited the Resource Centre between March, 1987 and March, 1988.

Orientations have been scheduled upon request for community college students, staff from assistive devices clinics, Easter Seal Society district nurses and school groups.

Communicating in Ontario: A Newsletter for Educators

To provide information to educators in Ontario, a newsletter, *Communicating in Ontario,* has been initiated. The first issue was compiled by Deb Ladd in the fall of 1987 and issues two and three have been co-ordinated by Sherri Parkins. Four issues will be produced each school year and distributed without a fee, to educators, augmentative communicators and their families (see Appendix C).

Summary

The service program is moving through a formative stage, with much learning taking place among its staff members and great flexibility in the services being offered. We are discovering and developing many ways in which we can support the varied needs of students using augmentative communication throughout Ontario.

Building upon the AACE program that preceded it, ESP focusses upon training seminars, the resource centre with its reference library, presentations to school and community groups, and consultation through educational reviews, educational assessments and communication assessments. In all of ESP's activities, development and documentation of the processes undertaken and maintaining current knowledge of the field are given high priority.

Those who work within the service extend our appreciation to the members of the Advisory Committee for their interest and participation in projects relating to the promotion of our service. Special thanks to Dennis Nolan, Joe Cashen, Peter Lindsay and Gwen Mann for their work in developing the Prospectus.

Respectfully submitted,

Shirley McNaughton
Executive Director
April 1988

Report of Training and Special Projects Coordinator

Training

1987 saw an ambitious year of training in the new ESCI location utilizing the Resource Room. The new facility proved very versatile in accommodating a variety of sizes and formats of training seminars. Some seminars were small, allowing for a round table approach; others were large, necessitating a theatre style arrangement which could accommodate up to twenty-seven participants.

There were nineteen seminars held: sixteen one-day, one two-day, and two three-day sessions. In all 235 participants attended ESCI organized training seminars over the year. Seminars covered a broad range of topics, the most popular being those addressing graphics. (See Appendix F)

One of the most widely attended sessions was "Graphics in Augmentative Communication" on April 27th at the Viscount Hotel. This seminar was scheduled to coincide with the 1987 North American Blissymbol Affiliate meeting. Six guest speakers presented their perspective on graphics and alternative communication. The morning was devoted to presentations by three clinicians, Gail Van Tatenhove, Faith Carlson and Ellen Kravitz, who gave practical perspectives on how they selected and used graphics for clients. The afternoon addressed the more theoretical considerations in looking at the different graphic systems, with presentations by George Karlan, Geb Verburg, and William Yovetich. Video tapes of the day's presentation were made, and selected segments were used later in the year in the seminar on "Selecting Graphics for Communication Boards".

With a major focus of ESCI now directed toward education through the Educational Service Program, topics for the year's seminars were selected to address issues relevant to teachers of augmentative communicators. For many teachers, having a nonspeaking student in the classroom has been their first exposure to the field of augmentative communication. They have welcomed the opportunity to have some of their concerns and problems discussed and to find the resource of materials and information at ESCI. The seminars have allowed for valuable interaction between participants and presentors and a chance for discussion, sharing and problem solving.

Just as the whole field of augmentative communication has grown in its area of interest in the past decade, so is this reflected in the range of topics now covered in the ESCI training schedule. Whereas ESCI still encourages and supports the study and training of Blissymbolics, it recognizes that it is but one segment in a large field of systems and technical devices. Of the nineteen seminars held at the Easter Seal Communication Institute in 1987, two were traditional three-day Elementary Workshops with twenty-seven participants attending. (See Appendix G)

The preparation of this report provided an appropriate opportunity to review past Year End Reports and track the history of training that has been offered over the years by the Blissymbolics Communication Institute and now by the Easter Seal Communication Institute. Throughout the late 1970's, attendance at Elementary Blissymbol Workshops grew and peaked in 1978-80. Not only were workshops held in Toronto, but many were administered by BCI at the invitation of host centres throughout North America and Europe. For these, BCI relied upon a large pool of BCI Senior Presentors to conduct these sessions. The Presentors were professionals, involved in clinical programs of their own, who had taken extensive training in Blissymbolics and who had agreed to be available for assignments two or three times a year. By 1985 it was decided there was a sufficient number of Senior Presentors to meet the needs in North America and no new presentors have been trained since then; however, four were certified in Europe in 1987.

Attendance began to decline through the 1980's due to a number of factors: firstly, the development of alternatives available in the field; secondly, the economic climate which made it difficult for professionals to find funding; thirdly, the reluctance of employers to allow clinicians to attend a four or five day workshop; and fourthly, the strong impact of technology upon the field and the focus of professionals upon gaining skills in its application. Early in the 1980's, the elementary training was restructured to a three day session, and planning began on an Independent Study Program which individuals could complete on their own. After a series of delays, this was finally available in November 1985. To date, about one hundred applicants from the Independent Study Program have successfully completed the Blissymbol Elementary examination. A cumulative summary of the number of persons who have received Blissymbol Elementary Training is attached (see Appendix H). It is estimated that this number now exceeds 6,000 throughout the world.

About this same time (early 1980's), the fledgling field of augmentative communication began to grow, with professionals in North America and Europe forming networking links to help them keep abreast of the explosion of new developments in technology, picture sets and systems, and research. It is interesting to note that many of the emerging leaders in the field had early networking links with BCI through the extensive Resource Centre/Affiliate association that BCI developed from 1976 through to the present.

Even in the first days of training offered by BCI, special interest workshops were often included in the schedule, reflecting issues of concern to clinicians and professionals in the new field. It is a natural development that, over the years, emphasis in the training schedule has shifted to include more and more special interest topics. This trend was reflected in the 1987 schedule and continues in 1988. (See Appendix I)

To date, sixteen seminars have been planned in 1988. The fall schedule will be completed in the next month. Two new seminars which have received good response are: "Augmentative Communication for the Developmentally Disabled" which was held in March 1988, and "The Role of the Occupational Therapist in Augmentative Communication" to be held in May.

Requests have also been received from school boards in Ontario who are interested in hosting scheduled sessions as professional development activities for special education teachers within their areas. One, "Augmentative Communication for the Developmentally Disabled", was presented in Woodstock by Nancy McCartney and Barbara Reid. Other requests are under negotiation.

This year, for the first time, York University is offering a half credit course on "Alternative and Augmentative Communication" in the Special Education Additional Qualifications program. This two week course will be held in the ESCI Resource Centre with Shirley McNaughton as course director.

An extensive mailing announcing the 1988 schedule was completed in early January. Since a large proportion of those on the mailing list are in educational settings, this seemed like an appropriate time to reach them. However, it did not allow enough time for teachers to get approval to attend January sessions. Based on this, it was recommended that in future no seminars be scheduled for January. Fees have been increased for 1988 to cover increased costs. This does not appear to have affected attendance.

Generally we have been pleased with the response shown in ESCI seminars this last year and in the early months of 1988. It has demonstrated there is a definite need for the type of training we are providing. We look forward to another challenging and successful year.

Special Projects

New *Blissymbols for Use*

The Symbol office has been proceeding with the preparation of the manuscript. Several meetings were held in 1987 and early 1988 to plan the design of the new publication. Jack Steiner has prepared sample pages of each of the sections and the planning committee will review these in the next few weeks and approve a final design. The production can then proceed promptly as soon as the manuscript is completed. Publication date is tentatively scheduled for late 1989.

North York Library Project

ESCI was approached in the spring of 1987 by North York Library to supply Blissymbol displays and signage for the new library which opened in the fall of 1987. An orientation program was conducted by ESCI consultant Cathy Fairley to make librarians familiar with Blissymbols and with the use of displays. A very extensive vocabulary of words needed in a library was submitted to ESCI for translation into Blissymbols. This turned out to be a much larger project than anticipated, as much of the vocabulary relating to subject areas in the library was not available through standard Blissymbols. Added to this were personnel changes at ESCI which delayed the work. This project is now partially complete, with half the display typeset and the development work complete on the remaining half. Although this project has required more time than originally anticipated, it is valued by ESCI for the community interest it is expected to generate.

Respectfully submitted,

Ann Kennedy
Coordinator of Training & Special Projects
April 1988

Report of the Editor of *Communicating Together*

Communicating Together has now successfully completed five years of publication. Beginning with the Inaugural issue in the fall of 1982 and including the March 1988 issue (Volume 6, Number 1) just completed, twenty-two issues have been published.

In recognition of the first five years, and as a bonus to subscribers, a Cumulative Index was produced and distributed with the December 1987 mailing. The index includes three parts, listing each article: by Section Heading as it appeared in the magazine; by Author; and lastly by Subject Matter. This latter part, referencing some articles under two or more subject areas, has proven to be a useful tool to those researching particular topics. The Cumulative Index has been particularly well used inhouse for locating past articles quickly. It is hoped regular readers find it helpful too. A few extra copies of the Cumulative Index have been printed and are for sale.

Communicating Together is now sent to twenty-five countries outside Canada and the United States. 52% of subscribers are Canadian and of those, 69% live in Ontario. 38.5% of subscribers live in the United States and the remaining 9.5% in countries outside North America. Almost 25% of subscriptions are held by institutions such as schools, libraries, hospitals or residential settings. According to surveys in the magazine industry these magazines will be read by at least two, three or more people for each copy. Based on this, the overall readership of *Communicating Together* is probably 25% to 35% higher than indicated solely by total number of subscribers.

One personnel change has taken place this past year in the "Family and Community" section. Andrew Murphy was the columnist for the first four and a half years, writing with feeling and candour on a variety of topics from his personal experiences. Two years ago he and his family moved to Florida and he continued to write for us. However, because of the distance, and with his own workload at school increasing, he found it very difficult to continue as columnist. It was with regret that we accepted his resignation. We are grateful for all the work he and his father contributed, making this one of the most popular sections in the magazine. Kari Harrington has willingly taken over the role of columnist of the "Family and Community" section. She is a student at Langstaff Secondary School and has contributed regularly to the magazine in the first five years. She was one of the original Blissymbol users, and now uses a variety of systems for her communication: an Epson SpeechPac, signing, Blissymbols and gestures. Kari has had several poems published in the magazine and plans to include more in future columns. We welcome Kari as a regular columnist and look forward to working with her in the coming years.

Even with five successful years of publication, *Communicating Together*, like so many small Canadian magazines and periodicals, faces an ongoing struggle for survival. Continuing with cost cutting measures that were initiated in 1986, production costs have been held stable for 1987. This, though, has put a heavy responsibility on ESCI staff for editing and writing, as budget allocations for freelance work is minimal.

Finding new and interesting material, and then persuading people to write for the magazine continues to be a challenge. Often the people with the "stories" to share are busy clinicians, reluctant to commit themselves to a writing assignment. This year ESCI consultants were each assigned a section for which they were responsible for finding material from the field. This has helped to lessen some of the demands on the editor and executive director. Barbara Reid, ESCI consultant, has added to her duties the role of assistant to the editor, bringing to it her extensive background in writing for publications. This will ensure a continuation of the editorial process on the retirement of the executive director later in 1988.

Circulation is of foremost concern to the editor, and it is disappointing to note that after five years it is still at about the same level as when publication began. Final figures at the end of 1987 show a slight drop from the previous year.

Throughout the five years of publication, promotion has been undertaken at every possible opportunity. Flyers and sample magazines are always included in conference displays. Results of this type of promotion were tracked for several months in 1987 and showed this to be an ineffective way to gain new subscriptions. However, the general awareness that this type of promotion creates should not be overlooked.

Direct mailing, especially if a sample copy of the magazine is included, is the most effective method of promotion we have used. However, because of postage, the costs are very high and generally beyond our budget. The success of this method was shown in the mailing done to new ISAAC (International Society for Augmentative and Alternative Communication) members which generated many new subscribers.

Fulfillment (renewals) have also received attention this year. *Communicating Together* is now an affiliated publication of ISAAC and as such is listed on the ISAAC renewal form. This has caused some confusion, as ISAAC is in the process of switching to a calendar year membership, whereas *Communicating Together* has always had subscriptions run from the time they are received. On the ISAAC form, *Communicating Together* subscribers are assessed a prorated fee for the remainder of the calendar year. All ISAAC members are being encouraged to resubscribe through ISAAC. In future ESCI will only send renewal notices to those who do not renew through ISAAC. Non-ISAAC subscribers will continue to receive their notices directly from ESCI.

Subscription renewals have not been as high and consistent as would be hoped. There may be many factors involved in this. One is the high rate of turnover of professionals working the field. A teacher may subscribe for the one or two years he or she has an augmentative communicator in the class and then drop the subscription when the student moves on. There is a perception generally that *Communicating Together* is just a Blissymbol magazine, and this image seems difficult to change. This image is also apparent when recruiting articles for the magazine, as many authors only submit Blissymbol oriented articles.

Special thanks are given to the several manufacturers and distributors who have advertised in *Communicating Together* over the years. Their support has been greatly valued. Some advertisers have been present in every issue and we are particularly proud of this indication of their confidence in us.

If *Communicating Together* is to continue in the coming years, some of the problems outlined above will need to be addressed. As a step in this direction, plans are being made to undertake a reader survey to identify what readers like best in the present magazine and what they would like to see changed or added. Consultation on successful promotion should be considered as well. One avenue to explore is the Canadian Periodical Publishers Association, which has resources available for members.

Respectfully submitted

Ann Kennedy, Editor
April 1988

Report of the Information and Promotion Coordinator

Marketing Priorities 1987

Marketing priorities for 1987 were:

- The finalizing of negotiations regarding new product distribution in Canada.
- Preparation and distribution of a new catalogue.
- Work on the inventory/sales reporting software to have it functioning in a reliable manner.
- Assessment and application for exemption of duties on new products.
- Price assessment of Blissymbol products.

Distribution

Blissymbol products continued to be marketed throughout Canada by ESCI and in the United States through Don Johnston Developmental Equipment and EBSCO Curriculum Materials. Elsewhere, Blissymbol materials are distributed in the U.K. by the Blissymbolics Communication Resource Centre; in France, by the Centre d'Etudes Roland Houdon; in Australia, by Kathryn Barrett; and in the Netherlands, by Bliss-symbolen Communicatiecentrum Revalidiecentrum "De Trappenberg".

The new products selected for inclusion in the catalogue were established, and the catalogue was created inhouse with the assistance of a summer art student, Jonathan Cresswell-Jones. The artwork was prepared on the MacIntosh computer which was upgraded to a MacPlus and printed on a Laserwriter printer. (See Appendix O).

Our summer student was made available to ESCI through the financial assistance of a Federal Grant program called SEED and funds for the software and hardware additions were provided by Apple Canada Inc. and the Zonta Service Club.

The new catalogue was completed and mailed on October 29 to 1,798 existing purchasers and people on our general mailing list. Thirty-three catalogues were returned as undeliverable.

Promotion Activities 1987

Conferences - Exhibits attended by ESCI

Date	Exhibit/Location/Topic of Display	Result
May 7 & 8	Special Education Conference at York University. Topic: announcing our new name ESCI and some of our new products. Booth manned by Mary Lou Davies.	Small numbers of persons visited the booth, but those who did were positive and interested. Only a small proportion of those attending this conference had an interest in augmentative communication.
June 2 - 5	Canadian Congress on Rehabilitation, Montreal. Topic: Announced our new name, information about new publications and Bliss training (we paid cost of exhibit and sent the display. Our affiliate/distributor in Quebec manned the booth for us).	Small number of names and addresses were received. The focus of the conference was broad, with augmentative communication being one of many areas of interest.
June 20 - 23	RESNA in San Jose, California. Topic: First test of exhibiting together as a part of the Graphics Collective. Had advantage of sharing booth costs. Booth manned by Terry Johnson of Picture Communication Symbols and Mary Lou Davies.	Very positive to establish Collective. It was a small conference but was planned so that persons interested in augmentative communication knew about our location and visited the booth.
Sept.25 -27	Easter Seal Society Provincial Conference of Parent Delegates at Woodeden Camp, London, Ontario.	Sent display of products and service information to support ESCI presentation.
Oct. 1 - 2	Conference on Technology for Developmentally Delayed, Ottawa, Ontario. Topic: Display of products and software. Booth manned by Cathy Fairley and Nancy McCartney.	45 people attended the conference. 25 flyers were picked up from display.
Oct. 5 - 9	Cambrian College, Sudbury, Ontario. Topic: Public Awareness week for students and families.	Sent posters and information flyers on Blissymbolics.

Date	Exhibit/Location/Topic of Display	Result
Oct. 16 - 18	ASHF American Speech Hearing Foundation, Denver, Colorado. Topic: Promoted Blissymbols as part of the Graphics Collective. Booth manned by Shirley McNaughton and Nancy McCartney in addition to attending conference.	Positive - 46 names collected of people asking for information and response from Graphics members.
Oct. 16 - 17	Ontario Federation of Cerebral Palsy at Toronto Skyline Hotel. Topic: Announced new name, focus on ESCI as a resource to families, magazine and training.	The booth was not manned and few people left their names. This format would not be followed again.
Oct. 22 - 24	OSLA Ontario Speech Language Hearing Association at Toronto Skyline Hotel. Topic: New name, major focus on new products and service program.	Positive feedback and response. Exhibits were well situated. 19 attendants left their name for follow-up.
Oct. 28 - 31	Council for Exceptional Children at the Royal York Hotel, Toronto. Topic: Service program, magazine and newsletter.	Most conference attendees were teachers. Booth was free to ESCI as a nonprofit organization. People left their name for our newsletter mailing list.
Nov. 13-16	ASHA, New Orleans Graphics Collective exhibit, New Orleans, LA. Topic: Bliss products, magazine, newsletter and training, as part of Graphics Collective.	Excellent. 8,500 conference attendees. Due to negotiating by Communication Aids Manufacturers Association (CAMA), of which we are a member, exhibitors for communication - related items were located in one block.
Nov. 20	ISAAC Regional Conference at OISE in Toronto. Topic: New name, new products, our young augmentative communicator presentors attended.	100 augmentative communication specialists attended the conference and booth attendance was excellent.

Additional Promotion Activities 1987

Owl TV - ESCI provided support in the production of a teacher's guide about Blissymbolics. The guide was created to accompany a film about Rachel Zimmerman. It offers exercises and a puzzle using Blissymbols.

Free Stuff for Kids - We continue to be listed in this book which permits children to send away $1.50 for a packet called A Bit O'Bliss which includes a Bliss puzzle, a Bliss display and flyer on Blissymbolics.

Owl Magazine - Listed a packet called a Bliss Pac with an article on Rachel Zimmerman. Children send $2.00 and receive the above items plus an "It's Bliss" button.

Bravo Canada Exhibit - Summer '87. An exhibit prepared by the Federal Government for display at the CNE. Samples of Blissymbols and a paragraph describing their origin were used. Some suggestions were made for changes. Revisions were incorporated in the display at the ' National Conference on Technology and Innovation ', January 13-15/88.

Toronto Archives Display - City Hall, October 14 through November 2, 1987. Display was prepared by the Toronto Archives Department. It was a thoughtful exhibit called "Are We Listening?"- Being disabled in Toronto, a historic perspective. We provided a script, sample communication boards, and information flyers. We felt it to be an excellent and carefully researched exhibit.

Memberships

CAMA, Communication Aid Manufacturers' Association - our membership with this group has proven to be a positive association. CAMA in 1987, co-sponsored along with the American Speech Language Hearing Foundation (ASHF) and the International Society for Augmentative Communication (ISAAC), a conference designed for the attendance of augmentative communication specialists, held in Denver. CAMA also negotiated with the American Speech Language Hearing Association (ASHA) for exhibit space where CAMA members could be located together. This provided one area for attendees interested in augmentative communication. CAMA members also shared one advertisement in the ASHA program which was paid from CAMA membership fees.

The Graphics Collective - is a group of graphic manufacturers/publishers, organized by ESCI to exhibit together at conferences in the U.S. It permits the sharing of costs for advertising and booth space, and provides a focus on Graphics for the conference participants. ESCI administers this Collective, and has produced a flyer listing all members, for a conference hand-out.

Flyers Created in 1987

ESCI – General information flyer about who we are and listing the services offered by the Easter Seal Communication Institute.

ESP – flyer providing information about the new Educational Service Program.

Product Flyers – to include with shipments in lieu of a complete catalogue, and for conference hand-outs.

Graphics Collective Flyer – for use at U.S. conferences - it lists the Graphics manufacturers who are members of the Collective.

Advertising

It was decided for budget reasons that we would only advertise in *Communicating Together* in 1987, and in conference programs where we were exhibiting and presenting. The Conference program advertisement selected was the promotion of the Graphics Collective at the ASHA Conference. *Communicating Together* advertisements were as follows:

March - an upcoming Graphics Seminar

June - Picture Your Blissymbols

September - a list of ESCI's new products

December- a list of the new Graphic systems and Picture sets we distribute.

Summary of 1987

It was anticipated that sales revenue would drop in 1987 due to the adjustment period needed to establish ESCI after two office moves and the name change to the Easter Seal Communication Institute. Total revenue dropped 3% from the 1986 level.

We expect a busy training schedule and an active Educational Service Program (ESP) to support and encourage product revenue. Throughout the year an extensive training program focussing on augmentative communication was held at our new resource centre. We anticipate that the work done in 1987 to establish our Educational Service Program will be of benefit to product revenue in 1988.

We were pleased that Blissymbol revenue increased in Australia and the U.K., and although the new augmentative communication products had little exposure in 1987, the sale of these products accounted for 16% of total revenue.

Projected Marketing Activity 1988

There are three areas relating to marketing that have been carried over for completion in 1988. These are as follows:

- Work involving the application for duty and tax exemption is ongoing due to the recent changes to the tariff classification system.
- Product prices are being assessed for an increase and the distributor discount structure is being reviewed.
- Work is underway on the computer system in order to be able to record and receive improved information for inventory control, and sales reports.

Mailings

In 1988, we plan to mail 100 catalogues to Canadian ISAAC members not already on our mailing list. We also plan to mail the catalogue flyer to 500 Canadian ASHA members. We will be mailing the new price list and new additions to the product line (example: new videotape "Speaking for Our Selves") to all who have received the catalogue in 1987.

We hope to do a test mailing of the Blissymbol catalogue flyer to a selected US market, and anticipate that the added exposure of marketing directly in the US will have a positive influence on sales.

Public Relations Activity

With the assistance of Shirley McNaughton, an updated statement of ESCI's history, role and objectives was prepared, creating an outline of the information to present to the public. With the assistance of Board of Directors member, Lang Moffat and the advice of the new Easter Seal Public Relations Director, Alexandra Adams, we plan to utilize this document to inform the public and clarify the image of ESCI. We will maintain public relations activities at as high a level as resources permit.

The potential use for a film that would provide a short public service announcement will be investigated in 1988. We are planning to develop a public relations package to respond to media requests and are providing information to our young augmentative communicators to assist them in undertaking interviews on our behalf.

Outlook for 1988

We look forward to increased capabilities in providing reports related to sales and inventory in1988 and anticipate this information to be useful in assessing marketing strategies and projecting sales.

We will continue to support product sales through promotion and follow-up mailings and look forward to the positive effect of the new products and the further implementation of ESCI's training and service program.

The assistance and advice of board member, Lang Moffat is gratefully acknowledged. He has provided valuable support and guidance relating to the development of the new marketing and distribution program.

Respectfully submitted

Mary Lou Davies (nee Cairns)
Information & Promotion Coordinator
April 1988

Report of the Administrative Coordinator

Affiliates

Through formal affiliation with Blissymbolics Communication International, recognition is given to centres and/or individuals who have a strong interest in Blissymbols and their application to nonspeaking children.

North America

As of March 1988, we have formal agreements with 19 centres and/or individuals throughout North America. (See Appendix I) The Independent Study Guide, introduced in 1985, reduced the need for new Senior Presentors in North America, and as a result, our associates were asked to consider one of two options: (1) as an individual, to remain active as a presentor and become a Training Associate; (2) as an Institute, to retain their liaison with BCI through becoming an Affiliate. We have recently introduced a third category, that of Associate, for those individuals who may not wish to maintain a prominent role relating to Blissymbols, but who are actively involved in augmentative communication and who wish to be kept updated with regard to Blissymbol development, training and products. The roles of Training Associate, Affiliate and Associate are outlined in Appendix J.

The 1987 North American Affiliate Meeting was held in the ESCI Resource Centre in Toronto, April 23-26, 1987. It was attended by 28 participants and discussion centred on augmentative communication and the special role of Blissymbols and other graphic systems within this field. Several committees were formed at this meeting and the results of their activities will be discussed at the 1988 Affiliate Meeting to be held at Northwestern University in Evanston, Illinois, April 21-23, 1988.

International

Interest in Blissymbol application, publications and training outside of North America can be seen in the number and nature of the formal agreements between BCI and non North American Affiliates. As of March, 1988, we have agreements with 24 countries relating to the Affiliate responsibilities of training and information dissemination (see Appendix K). Agreements relating to translation, publishing and distribution of instructional and communication materials have been signed by 12 different countries. We were very pleased to welcome our newest Affiliate, Annalu Waller from South Africa, in January 1988. Correspondence relating to agreements has been ongoing in 1987 with individuals and/or institutions in Saudi Arabia, Yugoslavia, Czechoslovakia, Greece, and Belgium. Four new Senior Presentors were certified in France.

The 1988 European Affiliate Meeting is scheduled to be held in Milan, Italy, March 25-26, hosted by Dr. Aurelia Rivarola. These Affiliate meetings provide a valuable forum for discussion of the issues and concerns of those who work with Blissymbols, and as well, they allow those well experienced in the application of Blissymbols to assist those who are just introducing Blissymbols in their countries.

David Woods Fellow - 1987

In recognition of the unique contribution of David Woods as a director of BCI (1981-1985), a fellowship in his memory was established in 1986. This fellowship provides the opportunity each year for a study period of three to six weeks at our Institute. The focus of the training is on the development and application of Blissymbols within the field of augmentative communication.

In November, 1987, we welcomed our first David Woods Fellow, Candalaria Imbernon Lopez, from Spain. During the six weeks she was in Toronto, she met with clinical and educational professionals in our resource centre, visited various classroom, residential and educational settings where the system of Blissymbols is being taught and attended several ESCI seminars and an augmentative communication conference.

Funding

We gratefully acknowledge the continuing support and contribution of The Easter Seal Society (Ontario) to our work with nonspeaking persons. The Pilot Clubs of Ontario continued their financial assistance toward our general operating revenue and our magazine, *Communicating Together*, and as well, funded the production of a videotape created by four ESCI augmentative communication presentors, entitled "Speaking For Our Selves". The Toronto Zonta Club generously donated an Apple Laserwriter Printer which has enabled ESCI presentors to upgrade overheads used in seminars and community presentations and has made it possible for ESCI to produce inhouse the Ontario Newsletter, *Communicating in Ontario*, as well as flyers, brochures and the Annual Report.

A fundraising committee of the ESCI Board of directors was formed in the fall of 1987. The committee initiated a campaign directed towards those companies and corporations which had donated to us in the past. Meetings have been held with the Fundraising Committee of The Easter Seal Society to ensure that the efforts of the two committees are complementary and supportive. Other fundraising activities for 1988 are being investigated.

We are grateful to the following corporations, foundations and Service Clubs for their interest and support to ESCI in 1987:

Bank of Montreal

Bank of Nova Scotia

Canada Life Insurance Co.

Canada Packers Inc.

Canada Trust

Canadian Imperial Bank of Commerce

Clarkson Gordon/Woods Gordon

Confederation Life Insurance Co.

Digital Equipment of Canada Ltd.

The Henry White Kinnear Foundation

Imasco Limited

Manufacturers Life Insurance Co.

McDonald's Restaurants of Canada Ltd.

Molson Companies

Noranda Foundation

Pilot Clubs of Ontario

Rotary Club of Parry Sound

Warner Lambert Canada Inc.

Zonta Club Service Trust

As well, we appreciate the financial assistance of many individuals.

CONFER

This teleconferencing network, under the title of IPC:AC (International Project on Communication: Augmentative Communication), continued to expand in 1987 to include over 90 participants from Canada, the USA, the U.K., Ireland, Sweden, Israel and Australia. It has been endorsed by all who are able to use this form of communication as an efficient, effective and easy international method to exchange ideas, problem-solve, and share information.

There are several smaller special interest groups now functioning within IPC:AC: ISAAC Executive; ISAAC Committee Chairs; employees of the Prentke Romich Company; members of the Assistive Devices Board (Ontario); and a Blissymbolics special interest group

John Dowling continues to provide the day to day operational support to CONFER, including the monthly invoicing of participants.

Agreements

In 1987, a number of agreements were signed with individuals and/or organizations for the inclusion of Blissymbols in books, computer programs or other uses. These include:

BETACOM - for the use of Blissymbols on a key chain.

EBSCO - in a reading program called *Language Arts and Blissymbolics* (LAB).

Timo Hassi - in a computer program entitled *Personal Bliss* for the IBM PC, XT and AT.

Elizabeth Helfman - in an article entitled *Talking With Symbols.*

Caroline Musselwhite - in a text book on augmentative communication.

Ontario Federation for the Cerebral Palsied (OFCP) - in the title of a resource manual.

John Wiley & Sons, Publishers - in a textbook entitled *People and Society, Challenge and Change.*

Respectfully submitted

Katherine Seybold
Administrative Coordinator
April 1988

Report of the Symbol System Coordinator

The Symbol System Coordinator has been able to continue some System Office functions while residing temporarily in the U.K. Since April 1987, assisted by a personal computer, modem and CONFER, the Coordinator has worked two days per week to carry out the following major responsibilities:

1. developing the Blissymbol system and vocabulary
2. consulting with Barbara Reid, Project Coordinator and Jinny Storr, Blissymbol consultant, on the planned revision of the Blissymbol dictionary
3. answering limited number of Blissymbol requests
4. acting as observer on Blissymbolics Communication Resource Centre (UK) Committee

Additional related responsibilities such as on-site visits and committee work for BCRC (UK) was undertaken on a voluntary basis.

System Development

System Development Presentations

Several presentations were made in Europe pertaining to Blissymbols and/or System Development:

July 1987	Elementary Blissymbol Workshop, Castle Priory, Wallingford, U.K.
May 1987	Nordic Blissymbol Committee Meeting, Oslo, Norway
September 1987	U.K. Senior Presentor's Seminar, Cardiff, U.K.
January 1988	Elementary Blissymbol Workshop, Worcester, U.K.
January 1988	Blissymbol Day, Chailey Heritage, Chailey, U.K.
March 1988	U.K. Senior Presentor's Meeting, London, U.K.
March 1988	International BCI Affiliates' meeting, Milan, Italy

Questionnaires

Two questionnaires were prepared and sent to the International Panel on Standards for Blissymbolics. (See Appendix M). One questionnaire pertained to general system issues, the other solicited ideas for symbols relating to activities of daily living and miscellaneous symbols required by BCI Affiliates. The results of these questionnaires were shared with panel members at a meeting of International BCI Affiliates in Milan, Italy, March, 1988.

System Development Meetings

Nordic Blissymbol Committee Meetings

Thanks to financial support provided by the BCI Swedish Affiliate, the System Coordinator was able to attend the Nordic Blissymbol Committee Meeting held in Oslo, Norway, May 14-16, 1987. The System Coordinator shared with delegates, reported on system development, and obtained information about symbol needs in Scandinavian countries.

U.K. Panel Members

The System Coordinator met for two days with two U.K. panel members and 3 speech therapists from Cheyne Walk Spastics Centre in July, 1987 to discuss system issues and exchange Blissymbol ideas.

The Coordinator met again with the panel member from Scotland to discuss the results of the two 1987 questionnaires.

U.K. Senior Presentors' Seminar

Thanks to financial support given by the Blissymbolics Resource Centre, U.K., the System Coordinator was able to attend a seminar to revise the U.K. Elementary Blissymbol Workshop format All those in attendance reviewed and revised the worksheets and handouts used at workshops. Revised documents were field-tested at the first elementary workshop held in January, 1988 in Worcester, U.K.

BCI International Affiliate Meeting

The System Coordinator attended the BCI International Affiliate Meeting in Milan, Italy, March 25, 26 1988. Responsibilities included sharing symbol issues, concerns and ideas, reviewing 1987 questionnaire results and organizing Blissymbol work sessions.

System Committee

The System Coordinator has prepared recommendations for new Blissymbols to be reviewed by the 3-member System Committee at a meeting in April, 1988. Recommendations will be made on the basis of the 1987 questionnaires and the BCI International Affiliate Meeting in Milan.

Communicating Together

The System Coordinator continued to write a quarterly column, "Symbol Talk" for *Communicating Together*. The column contained ideas for teaching Blissymbols and shared information about international Blissymbol use.

Revised Blissymbol Dictionary

In collaboration with aforementioned colleagues, the Symbol System Coordinator reviewed each symbol in the BCI Standard Vocabulary, its accompanying wording and explanation. The team mutually approved all revisions and changes and selected additional word synonyms to accompany many of the symbols. This review took one year to complete. In addition, notes which appear in the present edition of *Blissymbols for Use* were reviewed, revised and augmented. Work on the revised dictionary will continue into 1988.

Blissymbol Requests/Blissymbol Monitoring

The joint responsibilities of responding to Blissymbol requests and monitoring Blissymbols were carried out to a very limited extent in the U.K. The System Coordinator reviewed the following projects:

The Land of Droog, information package on cerebral palsy developed for use in U.K. primary schools by The Spastics Society, London, England.

Personal Bliss, communication software for the IBM PC, XT, AT developed by Mr. Timo Hassi of Finland.

Synrel, ideas for software programs for the BBC computer developed by Mr. Malcom Hind, Lancashire, U.K. Monitoring of the symbols appearing in new programs was completed by Mrs. Alison MacDonald and Mrs. Patricia Bailey.

Wheelchair Training Protocol Manual, Blissymbols for a manual for training drivers of electric wheelchairs. Symbols were submitted by Mr. D. Lytton and Ms. K. Lake of the Easter Seal Society of Rhode Island, U.S.A. Project was reviewed in collaboration with Jinny Storr.

Blissymbol requests and projects emanating from North America were monitored in Toronto by BCI staff and consultants.

On-Site Visits

On-site visits to centres in the UK where Blissymbols are being used were made to:

Black Notley Hospital, Witham, Essex, U.K.

Chailey Heritage Craft Centre, Chailey, U.K.

Cheyne Walk Centre for Spastics, London, U.K.

Special thanks for thoughtful deliberations with regard to system development and system standards goes to the Members of the International Panel on Standards for Blissymbolics (see Appendix M); Blissymbol Monitors (see Appendix N); Members of the Symbol Committee: David Dineen, Barbara Hehner, Barbara Kates; BCI Symbol Consultants: Jinny Storr, Peter Reich, Barbara Brunson, Geoffrey Loker and to BCI Board Member, Chairman of the System Development and Program Committee, Dr. Richard Storr.

Respectfully submitted,

Claudia Wood
Symbol System Coordinator
April 1988

General Enquiries

Canada	U.S.A.	Non-North American Countries
44	42	14 total enquiries
Alberta	Tennessee	Ireland
Ontario	Illinois	Australia
Manitoba	Nevada	Switzerland
Newfoundland	Ohio	Poland
Nova Scotia	Washington, D.C.	Portugal
Quebec	Maryland	England
British Columbia	New York	Kuwait
	Florida	Israel
	Michigan	Denmark
	Wisconsin	West Germany
	California	
	Minnesota	
	Arizona	
	Rhode Island	
	Pennsylvania	
	Texas	
	North & South Dakota	
	North & South Carolina	
	New Hampshire	
	Indiana	
	Massachusetts	

Majority of enquiries from Ontario; fourteen came from other Provinces.

Most wanted general information on Blissymbolics.

Enquiries mostly for products/software available.

Appendix A

Easter Seal Communication Institute
Board of Directors

Mr. George Wilson	Chairman
Mr. Joe Lemire	Secretary

Mr. Paul Adams
Ms. Wendy Arnold
Ms. Jill Cowie
Ms. Betty Layton
Mr. Louis Lazonick
Mr. Lang Moffat
Dr. Richard Storr
Ms. Colleen Spring-Zimmerman

Staff
(As of March 1988)

Mrs. Shirley McNaughton	Executive Director
* Mr. Jonathan Cresswell-Jones	Graphic Designer
Mrs. Mary Lou Davies	Information & Promotion Coordinator
* Mrs. Dorothy Dent	Secretary
* Mr. John Dowling	Confer Clerk
* Mr. Gary Hudson	Shipping Clerk
* Mrs. Ann Kennedy	Editor/Training & Special Project Coordinator
Ms. Deb Ladd	Educational Service Program Consultant
Miss Mary Leafe	Senior Accounting Clerk
Mrs. Katy Mann	Educational Service Program Consultant
Ms. Nancy McCartney	Educational Service Program Consultant
* Mrs. Sherri Parkins	ESCI Representatives
* Ms. Barbara Reid	Educational Service Program Consultant
* Mrs. Katherine Seybold	Administrative Coordinator
Mrs. Cindy Stall (Stolarchuk)	Receptionist/Secretary
* Mrs. June Wiancko	Secretary
* Mrs. Claudia Wood	System Coordinator

Combined Services:
Mr. Gord Sears
Mr. Al Skepple

* Part-time staff

Appendix B

Blissymbolics & Technology
by Shirley McNaughton & Deb Ladd

INTRODUCTION

The system of Blissymbolics has the capability to serve as the graphic representational system for several components within an individual's augmentative communication system. Blissymbols can be applied to communication boards for face-to-face interaction, voice output communication aids, software for written output, software for learning to read and telephone communication (under development).

The system features of Blissymbolics, along with the variety of ways in which it can be utilized and the manner in which the system can be complemented with embellishments, pictures and letters allow the developing nonspeaking individual to learn and use one graphic representational system prior to the mastery of traditional orthography. In addition, the consistent use of Blissymbolics within several communication applications allows the individual to develop strategies that will contribute to his/her competency as an adult communicator.

In this presentation, the system of Blissymbolics is considered a tool within an individual's total communication system. As such, it is an "extension of the tool user", providing him/her with a "medium that the user works with" (1). Through applying this tool, the individual can refine and expand his/her communication capabilities over time, with a variety of technological systems, which in themselves can be considered as tools.

BLISSYMBOLICS

Blissymbolics is a pictographic and ideographic symbol system that was originally developed by C.K. Bliss as an international communication system (2). Blissymbols are composed of meaning-based units, some of which depict the outline shape of the concept represented (pictographic) and others which utilize shapes that relate to an idea associated with a referent (ideographic) (3). Whether the Blissymbol consists of one unit or several, it is intended that the root meaning of the symbol be explained in a way that relates to the cognitive level of the learner.

Blissymbolics offer two major advantages to the user in approaching literacy and communication competency: The user need not know how to read, spell or analyze words into their phonetic components; he/she can select and transmit the meaning elements of the message rather than the traditional orthographic representation of the message's words. Secondly, the time and physical movements required to produce a message are kept to a minimum. The user can produce messages which are concise and efficient by attending directly to the meaning intended and including only essential information. The refinement (or expansion) of the message is then left to the receiver.

The relatively simple line shapes of Blissymbols allow them to be easily written by hand and displayed or printed with computers. Blissymbols provide a valuable bridge to traditional orthography (TO). Students' experiences in reading and writing Blissymbols can be related directly to all school language learning.

Through licensing agreements with C.K. Bliss in 1975 and 1982, Blissymbolics Communication International has legal aughority to provide a worldwide standard for all published Blissymbols. New Blissymbols are being added annually to the vocabulary.

COMMUNICATION BOARDS

The vocabulary items (representing words, sentences and phrases) and the manner in which primary and supplementary displays are arranged, constructed and accessed, depend upon the needs of the user (5,6,7). Samples of these displays and photographs of primary boards integrated with voice output communication aids (8) will be displayed in the poster session. Examples will be included with vocabulary items that demonstrate pictures and traditional orthography being used to enhance the system capabilities of Blissymbolics.

VOICE OUTPUT

Three features of Blissymbolics make it worthy of consideration as the graphic system for use with voice output.

Strategies
As Blissymbols have been used through the years by nonspeaking persons, certain symbols within the system have come to be used in special ways. Examples of strategy symbols include "opposite meaning", "similar in meaning", "similar in sound" and "combine symbol".

Indicators
Within the Blissymbolics system, indicators are used with other symbols to denote verb tense, mood, voice, plurality, and part of speech.

Sentence Forms
In Blissymbolics there are patterns available for statements, questions and commands in both positive and negative form. Students can learn these patterns within their interpersonal communication and apply the rules to voice output.

The memory capabilities now available allow many of the above strategies and rules to be utilized for voice output accessed by Blissymbols. The capabilities of Blisstalk (9) and Blissbook (10) with regard to the application of linguistic rules, will be demonstrated at the poster session. Examples of Blissymbol overlays for the Epson Speechpac (11) and VOIS 135 (12) will also

BLISSYMBOLICS AND TECHNOLOGY

SEMANTIC COMPACTION

The potential for Blissymbols to serve as multi-meaning icons along with other pictorial representations is being examined through a whole language approach in which the individual uses Blissymbols on his/her communication board, on his/her Touch Talker or Light Talker (17) and as his/her means of producing written output (18). A suggested overlay and set of Blissymbols for utilizing word strategies will be displayed. The iconic technique of Minspeak™ shares with Blissymbolics a direct reference to meaning and offers a powerful component to a communication system for the person that enjoys using the strategies of Blissymbolics in innovative ways (19).

TELEPHONE COMMUNICATION

Over the past two years, work has been undertaken by the IDON Corporation (Ottawa), and a team from: McGill University, MacKay Centre School, Shriners Hospital, Montreal and the Blissymbolics Communication Institute toward the development of a Blissymbol telephone capability (20). The progress of Phase 1 and Phase 2 will be indicated.

SUMMARY

The importance to the developing individual of applying one graphic representational system for several components within his/her communication system and literacy program deserves the attention of augmentative communication specialists. This poster session demonstrates the capabilities of Blissymbolics applied to technology for undertaking this role.

Shirley McNaughton and Deb Ladd
Easter Seal Communication Institute
24 Ferrand Drive, Don Mills, Ontario
Canada, M3C 3N2

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9. Bliss Talk 500 S™ (1987). Rehabmodul AB & Olinder & Westerberg AB , Solna, Sweden.

10. Blissbook, a software program for the Icon computer, funded by The Ontario Ministry of Education, distributed by the Easter Seal Communication Institute.

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13. Kelso, D.P. & Vanderheiden, G.C. (198). Talking Blissapple: Multifunctional Blissymbol Display and Printing Program for the Apple II. Madison, Wisconsin: Trace Research & Development Centre.

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16. Pic-Man: A Single Input Drawing Program for the Apple II+ or //e. (1984) , a software program developed by the Microcomputer Application Programme, Hugh MacMillan Medical Centre.

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Communicating in Ontario

A NEWSLETTER FOR EDUCATORS ABOUT AUGMENTATIVE COMMUNICATION Volume 1, Number 2 February 1988

Announcements

Would your students benefit from hearing directly about the experiences of augmentative communication from those who know best?

The Educational Service Program at ESCI has four presenters who speak to service clubs, schools and interested groups on augmentative communication. They use voice output aids, Blissymbols, word boards, signing and strategies to "augment" their communication. They accompany their presentation with their own video, "Speaking for Our Selves".
Contact June Wianko at ESCI (416)421-8377 for further details.

Augmentative Communication for Educators, a pamphlet produced by ASHA, is available from ESCI for $1.50. This pamphlet provides excellent introductory information for teachers.

ESCI Corner

In the last issue of *Communicating in Ontario*, we introduced you to services at ESCI. Now we would like to introduce our staff! Our varie backgrounds provide a broad spectrum of experience and knowledge in augmentative communication and education.

Shirley McNaughton: Shirley is the executive director of ESCI and has worked in the field of augmentative communication since 1971. Thr h her participation as the teacher on the first team to apply Blissymbo cs the Ontario Crippled Children's Centre and through her involvement internationally in the application of augmentative communication and organizations supportive to augmentative communication, she brings mu n knowledge and experience to our service.

Deb Ladd: Deb is a Special Education teacher having worked for seve al years with disabled children in a treatment centre setting. From her classro m experience she has a special interest in the application of technology for augmentative communicators. Deb's work at the Master's level focuses on learning from a cognitive perspective. Deb is the coordinator for the Education Service Program at ESCI.

Nancy McCartney: Nancy has worked in the field of augmentative communication for 7 years. She brings much experience to the ESCI program from her clinical work with developmentally disabled, hearing impaired and autistic children and adults. Her graduate work at OISE focu on educational assessment and classroom observation in special educatic Nancy coordinates the outreach component of our Educational Service Program to Ontario school boards.

Katy Mann: Katy is a Special Education teacher on a loan of service from the Toronto Board of Education. She brings much knowledge to ESCI having taught augmentative communicators for 10 years as a communications resource teacher and teacher of an adult transition program. At ESCI Katy focuses on the literacy and communication needs of augmentative communicators in their educational programs.

Barbara Reid: Barbara has worked in the field of augmentative communication for 10 years in England as a researcher, lecturer, and consultant. She brings much knowledge relating to language development and communication for the developmentally disabled. Barbara is responsible for our graphics information system and is currently coordinating the preparation of a new edition of *Blissymbols for Use*. –con't on page 2

Wishes from an Augmentative Communicator:

"Treat me like a regular girl, only one who talks a little differently with a machine. Give me time to say everything I am thinking. Don't hit my machine when it is not working! That is my mouth you are hitting!"

Ed. Note: These thoughts are taken from *Augmentative Communication for Educators*, number 2 in a series of pamphlets from the American Speech-Language-Hearing Association as part of a contract with the U.S. Department of Education.

Static Control

Static can be a real problem with computers in these dry winter months. Try some of these solutions to eliminate your problems!

1. Spray the carpet around the computer with fabric softener. Mix one teaspoon in a water spritzer bottle and apply every few days.
2. Always "ground" anyone who will be using the computer by having them touch something metal first.
3. If the computer user is in a wheelchair, hang a leather strap (eg. an old leather belt) from the bottom of the chair so that it touches the floor.
4. If possible move the computer to an area that does not have carpet.
5. Use a portable humidifier in the area of the computer. A small cool air humidifier does the job well and inexpensively.

(We thank Susan Blockberger for these suggestions on Confer, July 1987)

Soon you will be able to reduce your communication display board making time by 80%!

Mr. Nahum Sloan from ERINOAK (formerly the Credit Valley Treatment Centre) explains:

"At ERINOAK's Assistive Devices Centre we have developed a computerized communication board making system. Libraries of Picture Communication Symbols™ (Mayer-Johnson) have been created and stored on a Macintosh™ computer. The boards are created by electronically pasting symbols onto a grid. The completed product is filed on disk and is ready for any modifications. This further reduces the time it takes to provide clients with their communication systems."

ERINOAK and Mayer-Johnson are looking forward to this exciting development possibly becoming commercially available this summer.

Ed. Note: Communicating In Ontario will announce the distribution of this software as soon as arrangements are finalized.

ESCI CORNER (con't)

Sherri Parkins: Sherri has worked in the field of augmentative communication for 9 years. She joined ESCI last year after having been involved in a unique program for multi-handicapped students for 8 years. *Communicating in Ontario* is one of Sherri's areas of responsibility at ESCI.

In the next issue, we'll introduce our presenters.

Exciting news for teachers!

Summer Course in Augmentative & Alternative Communication

July 4 to 15, 1988
offered by Faculty of Education
York University

This course is designed for educators to increase their understanding of students who use augmentative communication systems. The course focuses on the nature of communication, augmentative communication within the language arts program, strategies in teaching/learning as they apply to a nonspeaking student and the special role of the classroom teacher in the total support team. The course topics offer opportunities for discussions relating to society's attitudes toward nonspeaking communicators, the benefits to be derived by teachers and classmates in having an augmentative communicator in the class, and the importance of family involvement in the educational program of nonspeaking students.

Course Credits: Special Education Elective. 1/2 course credit.

Fees: $166.95 (subject to increase), $10.00 for course materials.

Course Director: Shirley McNaughton

Location: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario.

For information and registration contact:
Office of Student Programs, Faculty of Education, York University, North 801, Ross Building, 400 Keele Street, North York, Ontario.
Phone: (416) 736-5001

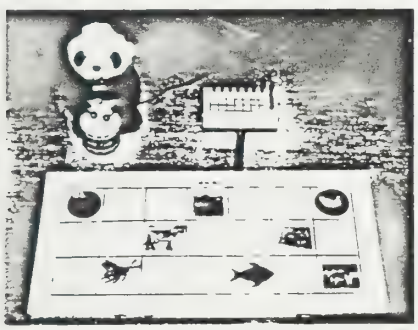
A New Blissymbol Project

Paul Theriault, a teacher from Ridgetown, has translated 4 stories into Blissymbols (The Christmas Story, Romeo and Juliet, The Early Teachings of Jesus, and Cinderella). He is now ready for his next project!!

Paul is looking for stories written by Blissymbol users to publish in his new book. If you know any Blissymbol users who write Blissymbol stories, tell them of Paul's plans. He would appreciate receiving any stories as soon as possible. His mailing address is: Box 354, Ridgetown, Ontario N0P 2C0

Battery Operated Toys

Ed. Note: Sharing Technology will appear regularly in *Communicating in Ontario*. Gary Zemlack will be our main contributor. We welcome any questions and ideas you have concerning technology.



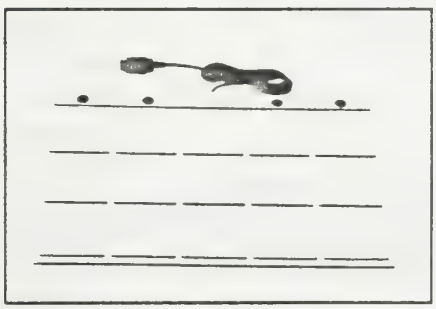
Activity Board

Switch operated (battery) toys can be very reinforcing for a young physically disabled child with little or no fine motor control. Through the use of a switch, there can be many opportunities for learning about cause and effect and how to have positive control in the environment. They can also provide the teacher with tools that can assist him/her and others in making decisions regarding access to technology such as the computer, environmental controls, communication aids.

Battery operated toys can also be used in conjunction with direct selection expanded boards in providing opportunities to explore access to technology. Two such expanded boards are distributed in Ontario by TASH Inc. and TYKRIS.

The "Activity Board" has 21 three inch squares on a 7 x 3 grid. Each square corresponds to a location on an attached control box which in turn is connected to a panda bear toy. The teacher determines which one square when pressed, will cause the bear to play the drum. This is done by connecting the cables from the board to the corresponding squares on the control box.

The "Keypad and Keypad Trainer" is somewhat more sophisticated in that the teacher can program more than one square (ie. touching a specific sequence) which when pressed will cause the bear to play (see picture below). It is possible to use three toys at once with this board. The child receives more feedback with this board than with the Activity Board. This feedback can be auditory (square clicks when pressed), tactile (square "gives" when pressed) and it is possible to use either a beep or a buzz to replace the feedback given by the adapted toy. As with the "Activity Board" any graphic can be used on the board (ie. stickers, photographs, line drawings, Blissymbols) and the applications are quite varied.



Keypad

'How To" Adapt Battery-Operated Toys

Battery operated toys can easily be adapted with two pieces of equipment :a toy cable and an ability switch. An ability switch provides a physically disabled child with a means of operating the toy and the toy cable interrupts the battery so that the toy is activated only when the switch is depressed.

There are a variety of switches available and a switch should always meet the physical needs of the individual child.

Toy cables and ability switches are available in Ontario through TASH Inc. and TYKRIS.

Resources

Technical Aids and Systems for the Handicapped Inc., 70 Gibson Drive, Unit 12, Markham, L3R 4C2 (416) 475-2212

TYKRIS, 32 Kern Road, Don Mills, M3B 1T1 (416) 445-0276

Warrick A. (1987). Yes I Can Play – with Adaptive Toys, *Communicating Together*, 5(1).

Wright C. and Nomura M. (1985). *From Toys To Computers: Access for the Physically Disabled Child*. Available from C. Wright P.O. Box 700242, San Jose, CA 95170.

Look In The Book!

Everybody's Technology
by Christiane Charlebois-Marois

This Canadian publication provides a wide variety of information on the ever changing subject of technology. The book presents easy-to-digest overviews on many systems, products and materials currently on the market. It also gives descriptions of many techniques and accessing tools used by augmentative communicators. The liberal use of photographs and illustrations help the reader "picture" what is being described. It is available through ESCI, contact Mary Leafe at (416) 421-8377.

In our next issue:
Pressman, H. (1987) *Making An Exceptional Difference: Enhancing The Impact of Microcomputer Technology on Children With Disabilities*, The Exceptional Parent Press: Boston, Massachusetts.

BULLETIN BOARD

Information service for school boards

The ESCI information service can provide your school with mailings about new products, resources, publications and training opportunities. As well the four regular publications made available through this service are:

Communicating in Ontario
Augmentative and Alternative Communication
Communicating Together
Communication Outlook

The fee for receiving regular mailings throughout the year of current information about augmentative communication is $200.00. Contact ESCI (416) 421-8377 for further details.

Upcoming Seminars at ESCI

Feb. 29/88: Practicum to the Independent Study Program in Blissymbolics

March 1&2/88: Selecting Graphics for Communication Boards

March 3/88: Augmentative Communication for the Developmently Disabled

May 3/88: The Role of the Occupational Therapist in Augmentative Communication.

May 4/88: Blissbook (Blissymbol Software for the ICON)

May 5/88: Technology for Blissymbol Users

May 6/88: Minspeak and Blissymbol Users

Contact Cindy Stall at ESCI (416) 421-8377 for further details or to register.

WANTED: Display boards,teaching materials etc.,that you would like to share with us for our resource room. This is an opportunity to share your successes with your colleagues.Contact Deb Ladd at ESCI (416) 421-8277 with your ideas and donations.

Orientations

Orientation to Communication Systems

The Augmentative Communication Service Microcomputer Applications Program at the Hugh MacMillan Medical Centre has monthly orientation sessions designed to give an overview of communication systems for non-speaking adults and children. The monthly Tuesday sessions are conducted from 1:00 to 4:30 pm. Contact Karen Henry (416) 424-3805 for further information.

Orientation to Augmentative Communication and the ESCI Program

This session is intended to give a brief introduction to augmentative communication,the Educational Service Program offered by ESCI, and the materials and library available in the ESCI Resource Centre. It is open to any person wishing information regarding the Easter Seal Communication Institute. Upcoming dates are March 8 and April 5, 1988 from 1:30-3:30. Contact Cindy Stall at ESCI (416) 421-8377 to register.

Orientation to Graphic Systems and Picture Sets

This session is an overview of the various picture systems currently available for communication boards and a brief discussion of factors to consider when selecting graphics for an augmentative communicator.
Upcoming dates areApril 26 and May 17, 1988 from 1:30-3:30. Contact Cindy Stall at ESCI (416) 421-8377 to register.

Communicating in Ontario

is published four times during the school year and is available free of charge upon request, to educators, augmentative communicators and their families.

Published by the Educational Service Program within the Easter Seal Communication Institute.

Editor: Sherri Parkins Managing Editor: Deb Ladd
Graphic Editor: Jonathan Cresswell-Jones

We welcome your letters, suggestions and news.
Please submit items to: Editor, Communicating in Ontario
Easter Seal Communication Institute
24 Ferrand Drive, Don Mills, Ontario M3C 3N2
(416) 421-8377.

EASTER SEAL **COMMUNICATION INSTITUTE**
24 Ferrand Drive, Don Mills, Ontario, Canada M3C 3N2 • Phone (416) 421-8377
Registered Charity in Canada 0459677-21-13

Supporting Education
for Nonspeaking Students

Prospectus

Services for Children Needing Help In Communicating

December 1987

Dear Superintendent of Education / Special Services:

Students who are nonspeaking are of special interest to us! A full range of services is available to support your efforts to assist these students in your school system. This Prospectus provides a brief outline of how ESCI can assist school boards through assessment, inservice, educational review and planning, and file reviews.

Our organization's experience in providing support to those who work with nonspeaking youngsters extends back to 1971, when the field of augmentative communication for nonspeaking persons was just beginning. The knowledge we have gained in introducing Blissymbols as a substitute for and complement to speech is now being applied to all forms of augmentative communication.

We ask you to share our Prospectus with appropriate personnel, so that our expertise and knowledge can be considered when planning your board's service to nonspeaking students.

For further information, please complete and return the form on Page 5, or contact our secretary Cindy Stall, at 421-8377.

Sincerely,

Shirley McNaughton
Executive Director

Advisory Committee

Dr. Burt Borthwick	Principal, Hugh MacMillan Centre School
Joe Cashen	Director of Services, Easter Seal Society
Barbara Chick	Director of Nursing Services, Easter Seal Society
Jill Cowie	Board of Directors, Easter Seal Society
John Fauteux	President, Ontario Teachers' Federation
Diane Hopkins	Supervisor, Community Services, Easter Seal Society
Dr. Peter Lindsay	Chairman, Department of Special Education, Ontario Institute for Studies in Education
Dr. Daniel Ling	Dean, Faculty of Applied and Health Science,University of Western Ontario
Marion MacLeod	Chairman, Ministry of Education Advisory Council on Special Education
Gwen Mann	Special Education Administrator, York Region Board of Education
Sylvia McPhee	Education Officer, Special Education and Provincial Schools Branch, Ministry of Education
W.Dennis Nolan	Superintendent of Education, Halton Roman Catholic School Board
Cindy Nowina	Consultant
(ex officio)	Assistive Devices Program, Ministry of Health
Margaret Pollard	Ontario Association for Community Living
Dr. Richard Storr	Board of Directors, Easter Seal Communication Institute

Our services:

Consultation
Assisting educators in meeting the needs of nonspeaking students who use augmentative communication.

- File reviews, program planning, problem solving, developing support systems
- Updating for school board resource personnel
- Consultation and retainer arrangements

Training

Topics include:

- Augmentative Communication
- Curriculum adaptations
- Language arts
- Classroom dynamics
- Blissymbolics
- Graphic and manual communication systems
- Augmentative communication technology

Training formats: small or large groups; at ESCI or on site at requesting school/board.

Resource Centre
A centre for all those who wish information about augmentative communication.

- Reference publications
- Instructional materials
- Displays
- Library search capability

ESCI Information Service (Fee for this service is $200.00 per year.)
Regular access to current information on augmentative communication

Mailings regarding new publications and training opportunities

Publications distributed four times per year:

- AAC Journal
- Communication Outlook
- Communicating Together
- Communicating in Ontario: Newsletter for Educators

Community Awareness
Presentations by augmentative communicators and augmentative communication specialists.

- Bringing information to professionals, community groups, and families

Distribution of Communication Materials & Publications

- Augmentative communication resource publications
- Graphic communication systems and materials
- Blissymbol communication and instructional materials

Confer Computer Conferencing
A computer teleconference focusing on issues related to augmentative communication.

- Participants from Canada, United States, United Kingdom, Sweden and Israel

Easter Seal Communication Institute Support Program Components

Assessment: A minimum three-day educational assessment in the student's school setting can be co-ordinated by an ESCI educational augmentative communication specialist, in co-operation with appropriate school personnel. Over the three days, the findings of the assessment are discussed with board staff who work directly with and who have responsibility for the student's educational and communication program. Liaison is undertaken and maintained with other agencies involved in the student's communication program. A structure for a teaching program is developed following the formal assessment. ESCI staff can assist the teacher in using daily tasks as part of the informal assessment process. Ongoing follow-up by mail and telephone is maintained pertaining to the informal assessment information and curriculum assistance.

Inservice: Information can be provided by ESCI educational augmentative communication specialists in co-operation with educators involved in the student's daily program. The inservice relates to the formal and informal assessment process, the student's educational program, classroom dynamics and learning opportunities and involves all adults who interact with the nonspeaking student.

Educational Review and Planning: The ESCI educational augmentative communication specialist can assist the board personnel in the evaluation of student progress and program implementation. Program initiatives, staff feedback and planning for the next stage of program are included.

Updating for school board resource personnel: Information regarding new developments and publications can be provided to resource personnel, assisting them in remaining current without devoting extensive travel and time to attending the many conferences relating to augmentative communication.

File Review: The ESCI educational augmentative communication specialist can conduct reviews of student records, or assist board personnel in identifying strengths and weaknesses of the student's performance as they are influenced by his/her communication system. Educational initiatives can be suggested that relate to the student's communication capabilities.

For Example: A classroom observation was carried out and a program has been developed for a fourteen-year-old girl within a schoolboard in northern Ontario that will provide ongoing support from ESCI throughout 1988:

Assessment: January, 1988 - three-day educational assessment

Inservice: January, 1988 - one-day inservice for all adults interacting with the student

Educational Review and Planning in collaboration with Board Personnel:
April/May 1988 - three-day review and planning
September, 1988 - two-day review and planning
November, 1988 - one-day review and planning for 1989.

Fee Schedule

Consultative Service

Consultation from a team of augmentative communication specialists.

- One-day school visit with classroom observation and interviews with appropriate school personnel and family
- Written report with educational recommendations and support materials
- Two-day follow-up to discuss report and recommendations
- Fee: $1000.00

Retainer Arrangement

Consultation from a cadre of augmentative communication specialists for assessments, and I.E.P. preparation – all in the context of a board's special services team of professionals. These 'by retainer' services assure your staff of access to our institute and our consultants.

- A guaranteed number of consultations and written, prescriptive reports
- No-fee access to the ESCI Information Service (see Page 3)
- Special priority arrangements and reduced fees for workshops and seminars held at ESCI

Fees:	3 days per year	$1050.00
	5 days per year	$1750.00
	10 days per year	$3500.00
	20 days per year	$7000.00
	40 days per year	$14,000.00

File Review

Review of student records and reports from educational professionals and support agencies.

- Fee: $350.00 per day

Professional Development Days / Consultant Updates / Inservices

- Fee: $350.00 per day (Additional fee for over 15 people).

Additional Costs

- travel
- accommodation
- meals

EASTER SEAL COMMUNICATION INSTITUTE
24 Ferrand Drive, Don Mills, Ontario, Canada M3C 3N2 • Phone (416) 421-8377
Registered Charity in Canada 0459677-21-13

Request For Information

Name: _____ Position: _____

School or Board: _____

Street Address: _____

City: _____ Province: _____

Postal Code: _____ Phone Number: _____

☐ Requesting further information

☐ Interested in purchasing the service

Type Of Service (Please indicate)

Consultation Services

☐ Consultation
☐ Retainer
☐ File Review
☐ Updating for school board resource personnel

Training

☐ Scheduled Seminars
☐ Professional Development Days
☐ Consultant Updates
☐ Inservices
☐ Community Awareness

☐ **ESCI Information Service**

☐ **Visit To Resource Centre**

☐ **Augmentative Communication Catalogue**

☐ **Computer Conferencing**

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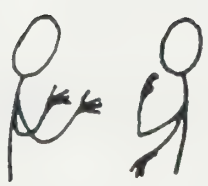
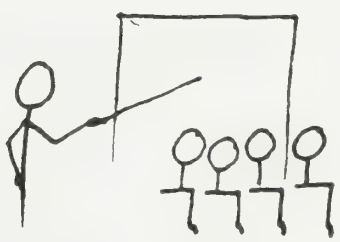
Registered Charity in Canada 0459677-21-13

Supporting Education
for Nonspeaking Students

Parent Information Booklet





Dear Parent:

Helping nonspeaking students benefit fully from their school program is our goal! We want your child to enjoy the many new ways of learning associated with augmentative communication.

It may help if you think of your child learning to use his or her communication system in the same way as a child learning to play the piano. Both the communication system and the piano are valuable tools that offer the learner many wonderful capabilities. But knowledge, experience and skill are needed by the student for anything to be accomplished. Nonspeaking students require instruction and encouragement just like a piano student. Special knowledge is needed by their teachers, and time is required, for skills to be developed and refined. We can provide help over the years, as your child moves from teacher to teacher.

There is one important difference between your child's communication system and the piano. Musical instruments, for the most part, provide a leisure activity and enjoyment; communication, however, is a human right. Your child must be supported in developing his full communication capability and using this within the school program.

We work hard to gain and share knowledge about augmentative communication. Our service can assist you and your school through information and consultation. We offer your child another support to learning, one that focuses upon your child's special way of communicating.

If after reading this booklet, you think that further assistance is needed in your child's school program, **page 3** of this booklet outlines the steps you can take.

Sincerely,

Shirley McNaughton

Shirley McNaughton
Executive Director

ESCI can help the nonspeaking student through:

RECOMMENDATIONS TO THE STUDENT AND FAMILY relating to:

- learning and using their augmentative communication system
- developing skills for communicating
- participating in school activities - both academic and social
- identifying agencies available for communication assessments

SUGGESTIONS TO THE EDUCATOR relating to:

- academic programming to include use of the student's augmentative communication system
- classroom management to give equal opportunity to the nonspeaking student
- the school environment increasing the opportunities for learning, socialization and interaction of the nonspeaking student
- placement and program planning for the student who uses an augmentative communication system
- modifications of school program to meet the individualized needs of nonspeaking students
- technical, graphic and signing components within the student's augmentative communication system.

ESCI & Teachers

Interaction

What parents can do...

COMMUNICATE and PARTICIPATE

1. You can answer the questions on page 7 of this booklet.

2. If you respond NO to any question AND if you see a need for more information or service supportive to your child's education, you can return the yellow form on page 8 to ESCI.

3. If you feel support is needed NOW, you can check box number 3 on page 8. Accompany the form with a letter if you want to say more.

4. If your child has an Easter Seal Society District Nurse, please tell the nurse what you are doing.

5. Read all the pages of this booklet to be sure you feel fully informed. Then talk to your child's principal and teacher. Ask them what what support services are already available relating to your child's communication. Tell them that full information about ESCI services is available in ESCI's **Prospectus**. It can be sent to the school with just a phone call. Inform them that ESCI has a fee for service, and ask for your school's support.

6. When you hear from an ESCI consultant, share your progress and concerns.

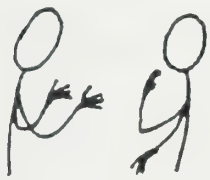
7. When you receive ESCI's detailed information form, please respond to it fully.

8. You can become involved in the planning, along with your school and ESCI, as to the best way to support your child's education.

9. You can articipate with your school, ESCI and other involved agencies and individuals in a support program for your child.

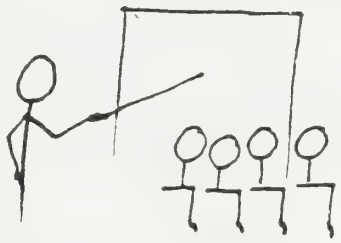
Supporting Education for Nonspeaking Students

Why is there need for ESCI Services?



Signing

Communication Boards



Training

Education is important to all children but even more so, to those who are nonspeaking. Their learning can be enriched by new teaching techniques.

Support is needed for educators, to fully include nonspeaking children's new ways of communicating in the classroom. *New* techniques require *new* learning by the educator.

Communication is the foundation upon which education *rests*. Many different ways of communicating can be used.

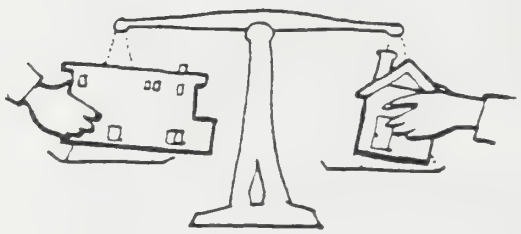
Impairments to speech do not have to mean limitations to learning .

NONSPEAKING CHILDREN ONLY NEED TO LEARN IN **DIFFERENT** WAYS.

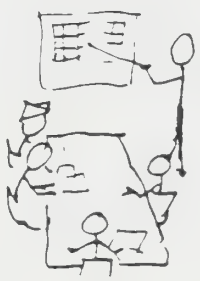
The Educational Service Staff of ESCI takes as their first responsibility, maintaining knowledge and skill in helping teachers help nonspeaking students. They work, with other agencies, school boards, and support groups, toward the most effective way to serve the needs of those who use augmentative communication.

Examples of help we have given:

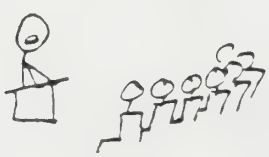
• We have worked with parents, school representatives, an assistive devices clinic and local support agencies. Together we have worked to customize a communication board to meet the child's needs in the home community and school program.



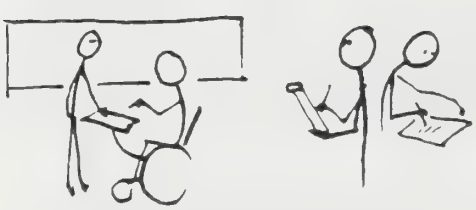
• We have liaised with an assistive devices clinic and worked with parents and with the classroom aide in using prescribed technology at home and school in ways that supported each other.



• We have visited a child's classroom program and met with the Easter Seal district nurse and professional team, to plan an educational program using the child's communication system.



• We have spoken at Special Education Advisory Committee (S.E.A.C.) meetings to bring information to the schoolboard, and spoken to consultants and school staff to bring information to those who worked with a child.



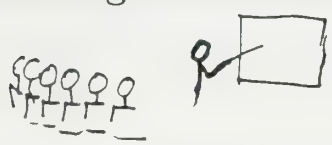
• We have observed in a classroom and worked with school staff and the home care therapist to assess and make program recommendations regarding a child's communication performance and educational participation.

Our services include:

Consultation

We assist teachers and resource staff in meeting the educational and communication needs of your child. This can be accomplished through educational review, educational assessment, and ongoing educational support.

Training

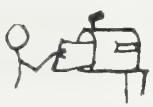


We provide training at ESCI or at your school for anyone involved with your child. Current training opportunities are available from ESCI.

Resource Centre

Our centre is for anyone wanting information about augmentative communication and the instruction of those who are nonspeaking.

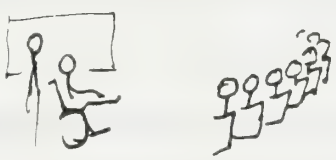
ESCI Information Service



We offer to school boards regular updating regarding materials and training, along with four publications providing up-to-date information on augmentative communication. They include:

- *Augmentative and Alternative Communication*
- *Communicating Together*
- *Communication Outlook*
- *Communicating in Ontario*

Community Awareness

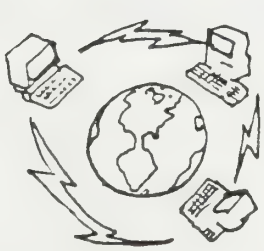


Young adults using augmentative communication systems work with our augmentative communication specialists to give presentations to professionals, community groups and families.

Distribution of Materials

We distribute materials and publications on topics which include: augmentative communication, graphic communication systems, Blissymbolics and instructional materials.

Confer



We administer a computer conferencing system through which participants from different areas of the world can discuss issues relating to augmentative communication.

Questions to Parents

What is your response to the following questions?		Yes	No
1	Do you feel you have sufficient information regarding augmentative communication to understand and support your child's communication at home?	☐	☐
2	Do you feel your child's school program makes sufficient use of your child's augmentative communication system?	☐	☐
3	Do you feel your child's communication is improving in the way you would expect, knowing your child's abilities?	☐	☐
4	Do you feel satisfied that your child is communicating at home and school as effectively as possible, given that your child is unable to speak?	☐	☐
5	Do you feel the current support services available to your child are meeting your child's communication and education needs?	☐	☐
6	Do you feel that you know about all of the resources and agencies available to help you and your child?	☐	☐
7	Are you aware of the Assistive Device Program and the services it offers?	☐	☐

If you have responded NO to any of the above questions, please consider completing and sending the form on page 9 to ESCI.

Thank you...

Request Form

Name of Student: _____

Description of types of communication used: _____

_____

_____

Name(s) of Parent: _____

Address: _____

Postal Code: _____ Phone Number: _____

Optional Information

School: _____

School Board: _____

Contact Person (re: communication program): _____

_____

1. Please put my name on the ESCI mailing list for the free newsletter *Communicating in Ontario*, and for information about training and materials.

☐ Yes ☐ No

2. Please send me information NOW about:

☐ ESCI Resource Centre

☐ Training

☐ Publications

☐ Other _____

3. Please contact me regarding the possibility of ESCI providing service to support the educational program of my child.

☐ Yes ☐ No

Mail to: Easter Seal Communication Institute
24 Ferrand Drive, Don Mills, Ontario
M3C 3N2 • Phone (416) 421-8377

Appendix F

SUMMARY OF TRAINING SEMINARS FOR 1987

Date of Seminar	Title	Presentor	# of Parts.
Wed.Feb.4	Practicum to Blissymbols	S.McNaughton	4
Thurs.Feb.5	Language Arts & the Augmentative Communicator	K.Mann	6
Fri.Feb.6	Classroom Dynamics with Augmentative Communicators	S.McNaughton & K.Mann	6
Mon.Mar.3	Curriculum Considerations and Peer Interaction	C.Fairley & K.Mann	4
Tues.Mar.4	Practicum to Blissymbols	C.Fairley & K.Mann	5
Mon.Apr.27	Graphics in Augmentative Communication	G.VanTatenhove G.Karlan F.Carlson G.Verburg W.Yovetich E.Kravitz	37
Fri.June 5	Research in a Workday Setting	J. Higgen-botham	17
Wed.June 10	General Orientation to Augmentative Communicators in the Class	K.Mann & S.McNaughton	5
Mon.Aug.17-Wed.Aug.19	Blissymbol Elementary Workshop	S.McNaughton & C.Fairley	19
Thurs.Aug.20	Blissymbol Users & Technology	C.Fairley	15
Fri.Aug.21	Commercially Available Graphics for Augmentative Communication	S.McNaughton F.Carlson I.Kirstein R.Mayer- Johnson	20
Sept.14-16	Blissymbol Elementary Workshop	S.McNaughton & C.Fairley	8

Date of Seminar	Title	Presentor	# of Parts.
Tues.Oct.6	Language Arts & Augmentative Communicators	K.Mann	5
Wed.Oct.7	Classroom Dynamics with Augmentative Communicators	S.McNaughton	3
Wed.Nov.4	Student Interaction with Augmentative Communicators	C.Fairley	4
Thurs.Nov.5	Curriculum Adaptations with Augmentative Communicators	K.Mann	5
Mon.Nov.23	Reading through Blissymbols - A Structured Approach	G.Sorken & J.Zaretsky	19
Tues.Nov.24	Reading-The Transition from Blissymbols to Words	K.Mann G.Mann S.McNaughton N.Lageer C.Fairley	26
Thurs-Fri. Dec.3,4	Selecting Graphics for Communication Boards	S.McNaughton	22

SUMMARY	No. of Participants
General Interest Seminars	67
Graphics in Augmentative Communication	37
Research Seminar	17
Blissymbol Elementary Workshops	27
Commercially Available Graphics	20
Reading through Blissymbolics	45
Selecting Graphics for Communication Boards	22
Total for Year	**235**

Appendix G

BLISSYMBOL TRAINING SUMMARY 1987

DATE	LOCATION	# OF PARTICIPANTS
January	Sioux Falls, South Dakota	13
August	ESCI Resource Centre, Toronto	19
September	ESCI Resource Centre, Toronto	8
October	Orlando, Florida	5
	Independent Study Purchases	55
	Total Number receiving Blissymbol Training in 1987	**100**

Appendix H

CUMULATIVE SUMMARY BLISSYMBOL ELEMENTARY TRAINING
Compiled from Past Year End Reports
March 1988

YEAR	# OF PARTICIPANTS RECEIVING BLISSYMBOL TRAINING	NOTES
1976	239	
1977	413	As well, 181 attended advanced, special interest, and presentor workshops during the year.
1978	981	As well, 143 attended advanced, special interest and presentor workshops.
1979*		* no records located for this year.
1980	694	includes 73 through Blissymbol correspondence courses
1981	810	9 US workshops were held this year
1982	559	
1983	498	
1984	314	
1985	415 (incl.126 Ind.Study)	Independent Study became avail.Nov.'85
1986	168 (incl.69 Ind.Study)	One-day seminars on augmentative communication topics initiated by AACE (107 attended including 9 at 3-day Elementary Workshop).
1987	100 (incl. 55 Ind.Study)	235 attended ESCI augmentative communication seminars including 27 at 3-day Elementary Workshop.
TOTAL	**5,191**	

NOTES: 1. These figures can only be taken as approximate as there were Elementary Workshops held outside North America for which there are no records available in the ESCI archives.
2. These totals reflect numbers who have taken training, not those who have been certified by successfully completing the exam.

Appendix I

Revised Seminar Schedule for 1988

Date	Name of Seminar
Wednesday January 20	**Language Arts for the Augmentative Communicator in the Primary Classroom** - a one day seminar examining the development of augmentative communication skills within a language arts curriculum for the nonspeaking student in the primary classroom. Topics to be addressed include: beginning the reading process and preparing for the transition to traditional orthography; the role of literature in developing thinking skills; and the significance of writing for the augmentative communicator.
Thursday January 21	**Language Arts for the Augmentative Communicator in the Junior Classroom** - a seminar exploring strategies to facilitate the transition to reading and writing in traditional orthography for the augmentative communicator in the junior classroom. The focus will be on examining ways in which to provide a rich language environment to assist the augmentative communicator in developing skills in listening, speaking, reading and writing.
Friday January 22	**Teaching Blissymbol Users** - a practical session to help those responsible for supporting Blissymbol users at school and at home. Ideas relating to introducing new symbols, expanding communication boards, and facilitating interaction will be discussed. The session will include practical suggestions for creating learning materials. Participants are expected to have had Blissymbol Elementary Training and/or have been working with a Blissymbol user.
Wednesday February 3	**Language, Learning and Literacy for Secondary Students and Young Adults** - a seminar discussing strategies within a language arts program which addresses the functional communication and daily living needs to the young adult augmentative communicator. The focus will be on facilitating these skills through a meaningful literacy program. Topics to be addressed include the role of written communication, developing higher order thinking skills and fostering independence.

Monday **February 29**	**Practicum to the Independent Study Program** - an orientation to Blissymbolics for those who are undertaking or who have completed the Blissymbolics Independent Study Program. The day complements the study program through video tapes, role playing and discussion focussed on the teaching and application of Blissymbols.
Tues. & Wed. **March 1 & 2**	**Selecting Graphics for Communication Boards** - a two day seminar relating to the many considerations required when selecting and teaching the graphics included on communication boards. Issues relating to ongoing assessment, selecting and arranging the graphic components for different types of students, and the transition from one type of graphics to another will be discussed.
Thursday **March 3**	**Augmentative Communication for the Developmentally Disabled** - a workshop relating to the many considerations regarding augmentative communication and the developmentally disabled. Issues focussing on curriculum adaptations/modifications, facilitating peer/student interaction, and strategies for enhancing the use of various modes of augmentative communication by the developmentally disabled in different environments will be discussed.
Monday **May 2**	**Technology for Blissymbol Users** - a seminar focusing on technology and the role that it plays in the education and daily lives of Blissymbol users. Input and output devices for those with physical disabilities will be reviewed with examples of both "high-tech" and "light-tech". A variety of software will be discussed and demonstrated. Technical aids suitable for Blissymbol users will be shown. The day will conclude with a focus on the actual use of technology as nonspeaking individuals and their instructors share their experiences with the audience. The day is designed to provide the participants with a general overview only.
Tuesday **May 3**	**The Role of the Occupational Therapist in Augmentative Communication** - a day for occupational therapists and other professional who are interested in learning about the contribution that can be made by OT's on the augmentative communication team. Techniques for problem solving relative to the nonspeaking client will be addressed. Guest presentors: Keila Waksvik, Hopital Marie-Enfant, Pediatric Rehabilitation Centre, Montreal, Quebec and Karen Kangas, Elizabethtown Hospital and Rehabilitation Center, Elizabethtown, Pennsylvania.

Wednesday **June 1**	**Programming for an Augmentative Communicator in the Class** - a seminar focusing on the issues to be considered when creating a meaningful classroom environment for an augmentative communicator. Perspectives will be shared on how to develop curriculum for an augmentative communicator based on his/her abilities and needs. The balance between communication skills and academic skills, interaction with peers and full utilization of technology will also be examined.
Thursday **June 2**	**Developments in Augmentative Communication Research** - this seminar will 'translate' some important research findings of recent years into practical suggestions for people who work with augmentative communicators. The seminar will include a workshop session on interpreting journal articles and applying research results. No previous experience with research and statistics will be assumed.
Friday **June 3**	**Designing and Implementing Research** - it is generally agreed that our field would benefit from more research and writing by experienced practitioners. This workshop session is designed to encourage and support practitioners engaged in (or planning to do) research. Participants will be asked to submit a one-page summary of their project by May 1. The summaries will be used to plan workshop sessions on research design, data collection and data analysis.
Wed. to Fri. **July 18 to 20** **&** **Mon. to Wed.** **August 22 to 24**	**Blissymbolics Elementary Workshop** - the three day Elementary Training Program focuses on the system of Blissymbolics and the system's use as a communication medium. The topics covered include: System Capabilities, Special Blissymbols, Vocabulary Selection, Blissymbol Communication and Interaction, Assessment, Teaching, Family and Community Involvement. Participants design, create and experience the use of a communication display. Augmentative communicators attend the seminar to share their perspective and experience with participants. This Training Program also offers audio visual presentations and an opportunity for participants to discuss the course content and their experiences. For more information regarding materials and fee for this session, contact the Training Coordinator.

Thursday **July 21**	**Minspeak and Blissymbol Users** - a seminar focusing on the teacher's role in the integration of Minspeak into the communication system of a Blissymbol user. Topics will include a discussion of the theory upon which Minspeak is based, ideas for applying Blissymbols in the development and organization of themes and overlays, and considerations for the long term development and expansion of the user's Minspeak system. Both word and sentence strategies will be included.
Thurs.Aug.25	**Technology for Blissymbol Users (see May 2)**
Fri. Aug.26	**Programming for an Augmentative Communicator in the Class (see June 1)**

For more information regarding fees and registration, see attached registration form.

Applications must be received at least one week prior to selected seminar date.

Appendix J

Training Associates, Affiliates and Associates

Canada

Marlyne Batke

Lord Robertson School
665 Beresfort Avenue
Winnipeg, Manitoba
R3L 1J9

Loretta Biasutti

BVM Associates
34 Grafton Cres. S.W.
Calgary, Alberta
T3E 4X1

Shelley Deegan

38 Bertram Drive
Dundas, Ontario
L9H 4T3

Jane Green

75 Circular Road
St. John's, Newfoundland
A1C 2Z4

Barbara Kates

21 Monkland Avenue
Ottawa, Ontario
K1S 1Y8

Lynnette Norris

Augmentative Communication
Service, 350 Rumsey Road
Toronto, Ontario
M4G 1R8

Nora Rothschild

Augmentative Communication
Service, 350 Rumsey Road
Toronto, Ontario
M4G 1R8

Penny Parnes

Augmentative Communication
Service, 350 Rumsey Road
Toronto, Ontario.
M4G 1R8

Annick Roustan

Children's Hospital of
Eastern Ontario, 401 Smyth Rd.
Ottawa, Ontario
K1H 8L1

Barbara Rush

64 Magnolia Drive
Hamilton, Ontario
L9C 5T2

Jinny Storr

119 Bannatyne Drive
Willowdale, Ontario
M2L 2P5

Anne Warrick

213 Johnston Street
Willowdale, Ontario
M2N 1H4

Elaine Windus

Algoma District Mental
Retardation Service
205 McNabb St., Suite 302
Sault Ste. Marie, Ont. P6B 1Y3

Claudia Wood

Woodside Cottage, Slough Lane
Headley near Epsom
Surrey, KT18 6PA
United Kingdom

Training Associates, Affiliates and Associates

United States

Jane Leite

Crippled children's Hospital and
School, 2501 West 26th Street
Sioux Falls, SD 57105

Sandra Osborn

Orange County Public Schools
434 N. Tampa Avenue
P. O. Box 271
Orlando, Florida 32802

Melinda Peters

Colerain Elementary School
429 East Weisheimer Road
Columbus, OH 43214

Susan Sansone

Suffolk Chapter, New York State
Association for the Help of
Retarded Children
2900 Veteran's Memorial Highway
Bohemia, NY 11716

Barbara Reckell

2960 Cherithbrook
Mason, Michigan 48854

Appendix K

Responsibilities of Training Associate/ Affiliate/ Associate

1. To adhere to the design, structure, and combination of Blissymbols as standardized from time to time by BCI. The sub-licensee shall use as a standard the vocabulary and representations contained in Blissymbols for Use or other material or publications as are designated by BCI from time to time.

2. To support the application and teaching of Blissymbols in ways that maintain the integrity and semantic base of the system.

3. To support a unified Blissymbolics system and vocabulary as approved of by BCI, by submitting symbols intended for any form of public distribution - in publications and teaching materials such as printed displays or stamps, on film or tape, etc. - for inspeciation and approvel by BCI or an approved BCI monitor.

4. To share the BCI's responsibility of ensuring that the following statement is affixed on all printed publications for which the sub-licensee assumes responsiblity. In the publication of others, containing Blissymbols, the sub-licensee shall use its best efforts to have the same notice affixed.

Blissymbolics used herein derived from the symbols described in the work, Semantography, original copyright © C.K. Bliss 1949.
BLISSYMBOLICS COMMUNICATION INSTITUTE Exclusive licensee, 1982.

5. To support BCI approved training formats.

6. To provide information on current Blissymbol-related communication, training and teaching materials to people within the sub-licensee's geographical area.

7. To attend, as resources permit, meetings of Affiliates and Training Associates.

8. To nominate a knowledgeable person to serve as a representative of the sub-licensee's area, on the BCI International Panel on Standards for Blissymbolics.

9. To maintain an annual subscription to *Communicating Together.*

10. To pay an annual fee of $15.00.

11. To provide to BCI, by March 31, a short description of the sub-licensee's activities for the previous year for inclusion in the BCI Annual Report.

12. To remain current through reading and conferences with regard to both Blissymbolics and the broad field of augmentative communication.

*12. To attend at least one Blissymbol-related presentation each year.

*13. To indicate, by completing Schedule A of the annual Agreement, the manner in which the sub-licensee is remaining current professionally with regard to both Blissymbolics, and the broad field of augmentative communication.

* Training Associates only.

Appendix L

INTERNATIONAL AFFILIATES

Argentina
ILE instituto de lenguaje
y education especial
Conesa 2051
1428 Buenos Aires
ARGENTINA
Marta Liberoff

Asia-Pacific Region
University of Guam
College of Education
UOG Station
Mangilao, GUAM 96913

Dr. Ronald D. Smith

Australia
Jane Remington-Gurney
3 Inverloch Cr.
Dallas 3047
Victoria
AUSTRALIA

Brazil
Nadia Browning Gill
R. Desembargador Ayres
Itabaiana No. 24
Vital Brasil - Niteroi
Rio de Janeiro - Brasil

Denmark
Anne-Mette Freund
Geelsgaard Kostskole
Kongevejen 252
2830 Virum DENMARK

Finland
Gitta Lonnqvist
Samfundet Folkhaelsan
Topeliusgatan 20
00250 Helsingfors 25
FINLAND

France
Fondation "Les Cent Arpents"
Centre D'Etudes, Roland Houdon
45400 Saran
FRANCE
Anne Marchaux

Hungary
Dr. Sophia Kalman
Agnes u. 23/B
Budapest
H-1121 HUNGARY

Iceland
The Icelandic Bliss Committee
Obervations O ech
behandlingsklin
Kjarvalshus
Saebraut 1
170 Seltjarnarnes
ICELAND

Gudrun Arnadottir

India
Spastics Society of
Eastern India
15 Belvedere Court
11 & 13 Alipore Road
Calcutta 700 027
INDIA

Sudha Kaul

Israel
Judy Seligman-Wine
Ramat Motza
Jerusalem
ISRAEL 95740

Italy
Consorzio Siciliano di
Riabilitazione,
Via Vincenzo Casagrandi 53,
95123 Catania ITALY

Pina Gennaro

Italy cont'd
Associazione per il Potenziamento
Della Comunicazione
Via Gozzano, 4
20131 Milano
ITALY

Dott Aurellia Rivarola

Netherlands
Bliss-symbolen Communicatie Centrum
Ravalidatiecentrum "De Trappenberg"
Crailoseweg 116
1272EX Huizen
NETHERLANDS
Els Koerselman

New Zealand
Albert Reeves
Matariki Physically Handicapped
Unit
Forbury School
Oxford Street
Dunedin
NEW ZEALAND

Norway
Trondsletten Cerebral
Pareseinstitutt Skoleavdelingen
Postboks 1308
Broset Hageby
Trondlheim 7001
NORWAY

Astri Holgersen

Portugal
Centro de Recursos de
Systema de Communicacao
Bliss,
Calousted Gulbenkian
AV. Rainha D. Amelia
(AO Lumiar)
1600 Lisboa 5
PORTUGAL

Ms. Rosario Toscano

Spain
ASPACE
Apartado 55
20.080 San Sebastian
SPAIN
Att: Pilar Such Acin

Sweden
Annagreta Malmstrom-Groth
Hab. Avd. Ekhaga
Munkhagsgatan 160
58255 Linkoping
SWEDEN

Switzerland
c/o Corinne Chmelnicky
C.I.R.H.
Secretariat
Ch. Des Bossons, 41
1018 Lausanne
SWITZERLAND

South Africa
University of Cape Town
Dept of Biomedical
Engineering Medical School
Observatory, 7925
Cape Town, South Africa

Att: Annalu Waller

United Kingdom
Blissymbolics Communication
Resource Centre, UK
C/o the Spastics Society
382-384 New Port Road
Cardiff CF3 7YU
WALES, U.K.

Ena Davies

Venezuela
Dr. Maria B. Salzberg
Edifico Tamanaco, Piso 12
Apto 12-1, Avenida Boulevard
El Cafetal, Caracas
Codigo Postal 1061
VENEZUELA

Ana Teran de Posadas
Clla La Loma, Edifico
San Ignacio, Apto B-41
Urbanizacion Chuao,
Caracas, 1061
VENEZUELA

West Germany
Hermann Frey
heinhauser weg 27
5657 haan 2
WEST GERMANY

March, 1988

Appendix M

International Panel on Standards for Blissymbolics

Pilar Such Acin, Spain
Patricia Bailey, Great Britain
Heinz Becker, West Germany
Loretta Biasutti, Canada
Sara C. Brothers, U.S.A.
Britt Carlsson, Sweden
Vanessa de Schoene, Switzerland
Sandra Decker, U.S.A.
Shelley Deegan, Canada
Sandra Dodgson, Canada
Elaine Drover, Canada
Thomas Franzkowiak, Germany
Pina Gennaro, Italy
Jane Green, Canada
Werner Gunter, West Germany
Jane Remington-Gurney, Australia
Kari Harrington, Canada
Ruth Harrington, Canada
Barbara Hehner, Canada
Margareta Jennische, Sweden
Ilona Kassai, Hungary
Els Koerselman, Netherlands
Gosta la Cour, Denmark
Annie Latreche, France
Kerstin Lorstrom, Sweden
Jody Loseth, U.S.A.
Judith Tanner Loughran, U.S.A.
Birgitta Lonnquist, Finland
Shirley McNaughton, Canada
Sally Millar, UK
Lynnette Norris, Canada
Sandra Osborn, Canada
Louise Pare, Canada
Peter Reich, Canada
Aurelia Rivarola, Italy
Rolf Schlosser, West Germany
Jinny Storr, Canada
Ann Colquhoun Sutton, Canada
Madhavi Tambay, India
Rosario Toscano, Portugal
Annemie Heyndericks Van Roy, Belgium
Keila Waksvik, Canada
Anne Warrick, Canada
Chantal Wibeaux, France
Judy Seligman-Wine, Israel

Appendix N

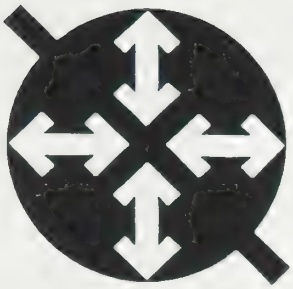
Blissymbol Monitors
Canada

Loretta Biasutti
Jennifer Blair
Shelley Deegan
Jane Green
Ruth Harrington
Barbara Hehner
Barbara Kates
Barbara Rush
Jinny Storr
Anne Warrick

Overseas

Patricia Bailey
Caroline Bockweg
Britt Carlsson
Els Koerselman
Sudha Kaul
Kerstin Lorstrom
Alison MacDonald
Madhavi Tambai
Edna Tzohar
Judy Seligman-Wine

Appendix O



EASTER SEAL COMMUNICATION INSTITUTE

CATALOGUE

Augmentative Communication Publications

Blissymbolics Reference Publications

Graphics: Communication Systems

- Blissymbolics
- PICSYMS
- Worldsign
- WRITE and SPEEC

Graphics: Picture Sets

- Picture Communication Symbols
- Oakland Schools Picture Dictionary
- Core Picture Vocabulary
- Pictures Please!

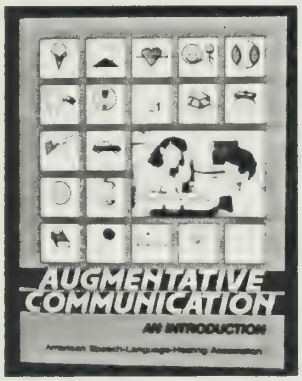
Software

EASTER SEAL COMMUNICATION INSTITUTE
24 Ferrand Drive, Don Mills, Ontario, Canada
M3C 3N2 Telephone (416) 421-8377

Distributor of augmentative communication materials in Canada.

AUGMENTATIVE COMMUNICATION PUBLICATIONS

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive. Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377



AC101

Augmentative Communication: An Introduction

A state-of-the-art publication, edited by Sarah W. Blackstone and Deborah M. Bruskin. Contributing authors include David R. Beukelman, Carol Cohen, George Karlan, Arlene W. Kraat, Lyle L. Lloyd, Pamela Mathy-Laikko, Howard Shane, Gregg Vanderheiden, David E. Yoder and Kathryn Yorkston.

Published by the American Speech-Language-Hearing Association (ASHA) — Soft Cover, 450 pages

FOR ASHA MEMBERS: Contact ASHA, 10801 Rockville Pike, Rockville, Maryland 20852, for Special Member Price.

AC110

Talk Is *Not* A Four-Letter Word

A videotape providing an excellent introduction to the area of augmentative communication. Illustrates the diversity of individuals with severe expressive communication disorders and the use of augmentative aids and techniques to enhance communication.

Filmed by the American Speech-Language-Hearing Association(ASHA) — 1/2" VHS Videotape, 16 min.

AC102

A PROTOCOL FOR THE ASSESSMENT OF THE COMMUNICATIVE INTERACTION SKILLS OF NONSPEAKING SEVERELY HANDICAPPED ADULTS AND THEIR FACILITATORS

A document to assist the trained clinician in assessing communicative interaction skills. Includes procedures for gathering background information; observing and describing client interaction skills; setting appropriate goals for clients; observing and evaluating facilitator interaction; setting goals for facilitator training.

By Janice Light, David McNaughton, Penny Parnes
Hugh MacMillan Medical Centre

AC113

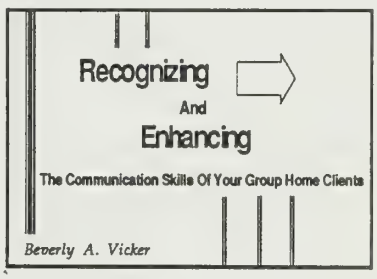
COMMUNICATION INTERACTION BETWEEN AIDED AND NATURAL SPEAKERS

This study focuses on interaction in everyday situations, between persons with normal or near normal cognitive abilities using communication aids and persons who are able-bodied natural speakers. The report is a reflection of many perspectives from several parts of Europe and North America.

By Arlene Kraat — Soft Cover, 370 Pages

A project of the International Project on Communication Aids for the Speech-Impaired (IPCAS)

Published by the Canadian Rehabilitation Council for the Disabled (CRCD)



AC109

RECOGNIZING AND ENHANCING THE COMMUNICATION SKILLS OF GROUP HOME CLIENTS

A guide to acquaint health care workers and support staff with the communication skills of their clients. Provides an overview of practices that are appropriate for working with handicapped clients. Recommended for inservice training.

By Beverley A. Vickers
Indiana University Development Training Centre — Soft Cover, 26 pages

AC105

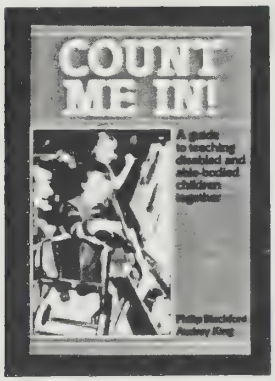
THE COMMUNICATIVE INTERACTION PATTERNS OF YOUNG NONSPEAKING PHYSICALLY DISABLED CHILDREN AND THEIR PRIMARY CAREGIVERS

A Research Thesis relating to communication interaction patterns of preschool nonspeaking children and their mothers. Findings are discussed in the context of research in nonspeech communication and typical mother-child interaction. Implications for clinical intervention are presented.

By Janice C. Light
Hugh MacMillian Medical Centre — Monograph

AUGMENTATIVE COMMUNICATION PUBLICATIONS October 1987

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377



AC104

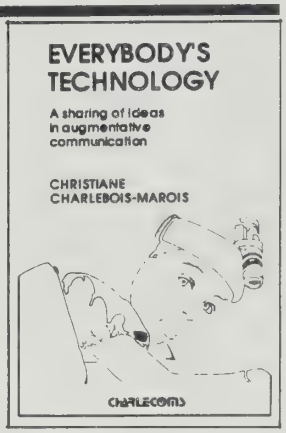
COUNT ME IN!

A guide to teaching disabled and able-bodied children together. Provides teachers with information about common disabilities and suggestions for adaptation of classroom activities to foster an increased understanding of children's needs and to encourage creative problem-solving.

By Philip Blackford and Audrey King — Soft Cover, 136 pages

AC108

EVERYBODY'S TECHNOLOGY



Written to assist those working with people who have motor deficiencies and who require augmentative communication displays. Provides practical ideas for adaptations or technical aids to make the use of communication displays easier. Chapters include: Portable Communication Displays, Non-Portable Systems, Accessing Tools and Encoding Techniques.

By Christiane Charlebois-Marois — Soft Cover, 188 Pages

AC111
1ST ANNUAL MINSPEAK CONFERENCE PROCEEDINGS, NOVEMBER 19-20,1986.

A collection of papers presented at the First Annual Minspeak Conference. Presentations deal with issues relating to the application of MINSPEAK semantic compaction vocabulary organization.

Published by Prentke Romich — Binder, 121 pages

AC103
A FRAGILE TREE - HAS ROOTS

A collection of poetry written in English by a Blissymbol user.

By John C. Walker — Hard Cover, 60 pages

AC107
JONATHAN, TOO, GOES TO DAY NURSERY

The experiences of a nonspeaking child who has cerebral palsy, being integrated with children in a Swedish Day Nursery.

Written by Jonathan's attendant, Anne Stiernquist. — Soft Cover, 6l pages

AC106
CONVERSATIONS WITH NON-SPEAKING PEOPLE

Personal accounts by individuals from four countries, Canada, Sweden, the United Kingdom and the United States, giving different ways in which people who experience speech difficulties establish or re-establish their communication links.

Published by International Project on Communication Aids for the Speech-Impaired (IPCAS) — Soft Cover, 63 pages

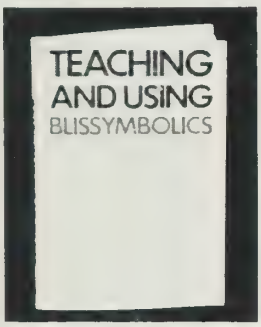
AC112
SONGBOOK: SIGNS AND SYMBOLS FOR CHILDREN

A book of songs providing fun and learning while participating in music activities that include augmentative communication systems. The songs carry functional and relevant information about daily living and provide a physical structure for a learning activity. Included are two symbol systems (Blissymbolics and PICSYMS) and one sign system (Signed English). Each system is summarized with references for further information. Teaching strategies and expected benefits are included.

by Caroline Ramsey Musselwhite — Soft Cover, 90 pages

BLISSYMBOLICS: REFERENCE PUBLICATIONS

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377



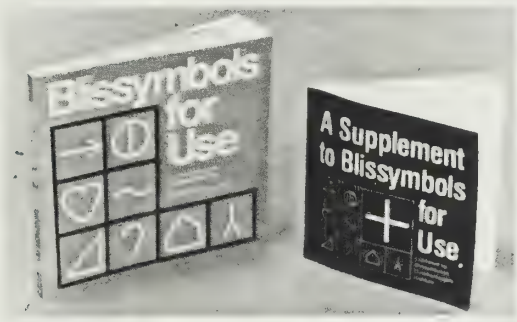
PB403

TEACHING AND USING BLISSYMBOLICS

A practical introduction to Blissymbolics for instructors of persons requiring Blissymbolics within their augmentative communication system. Emphasis is on system, assessment, teaching methods and helping those in the symbol user's environment to support the Blissymbol program.

by Eugene T. McDonald

Hard Cover
170 pages



PB401

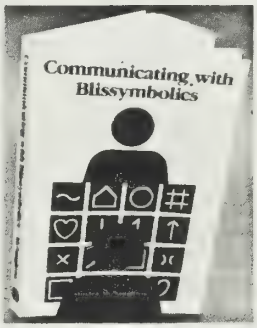
BLISSYMBOLS FOR USE and SUPPLEMENT

A Blissymbol dictionary with three sections, allowing the reader to locate symbols in meaning groupings by their symbol components or by their English meaning. The SUPPLEMENT provides, in English order, all symbols from the dictionary and those added in 1984.

Edited by Barbara Hehner

Blissymbols For Use: Soft Cover, 208 pages

Supplement: Soft Cover, 184 pages



PB402

COMMUNICATING WITH BLISSYMBOLICS

An excellent resource book for the initiation and ongoing implementation of a Blissymbol program. Written in three parts: the System of Blissymbolics, Communicating, and Programming. Contributing authors are Toronto professionals with over ten years experience working with Blissymbol users and training professionals: Shirley McNaughton, Lynnette Norris, Penny Parnes.

Edited by Shirley McNaughton

Soft Cover

PB404 SEMANTOGRAPHY (Blissymbolics)
Third Enlarged Edition

The original text on Blissymbolics written by Charles K. Bliss. Includes the story of Charles Bliss' pioneering work, his thoughts and dreams, and sections relating to the system and early development of semantography.

By Charles K. Bliss

Hard Cover
880 pages

PB405 THE BLISSYMBOLS PICTURE BOOK

Designed by Charles Bliss for the teaching of Blissymbols to nonspeaking cerebral palsied children and adults, mentally handicapped children and adults, healthy children from the age of 2 years, migrant children and their parents, and "everyone everywhere who must make a living in a foreign country by learning its language."

By Charles K. Bliss

3 Volumes.
One binder, two soft cover

BLISSYMBOLICS: REFERENCE PUBLICATIONS

October 1987

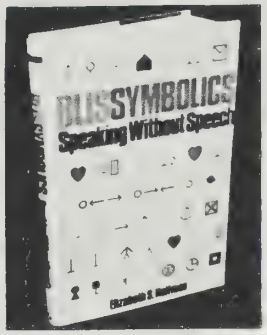
Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377

PB408

Introducing Blissymbolics - A Guide For Parents and Friends of Symbol Users

A useful guide for parents and friends of symbol users who are interested in helping the Blissymbol user communicate.

By Leesa Owram — Soft Cover 50 pages

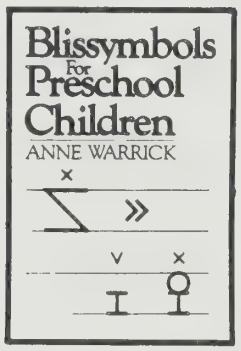


PB411

Blissymbolics - Speaking Without Speech

An easy-to-read story of Blissymbolics - what it is, how it came to be and who it has helped. Describes how Blissymbol users and their instructors have shattered many of the previous impenetrable barriers to human communication.

By Elizabeth S. Helfman — Hard Cover 150 pages



PB407

Blissymbols for Preschool Children

A practical book for instructors interested in providing a symbol program within a preschool setting. It contains information regarding physical and psychological assessment and offers many ideas to integrate Blissymbols into the regular program. Also a section on selecting vocabularies for preschoolers.

By Anne Warrick — Soft Cover 40 pages

PB 409 Pallè Alone in the World

A delightfully illustrated children's book written in Blissymbols. The story was originally written in Danish. English translation included.

Text by Jens Sigsgaard
Illustrations by Arne Ungermann — Hard Cover 40 pages

PB406 Monographs

A selection of Monographs to provide supplemental reading on the topic of Blissymbolics and its application. Monographs are available individually. See the price list.

#1 Blissymbols - A Short History
#2 Blissymbol Applications - Readings from BCI Newsletters
#3 Perspective on Communication Assessment
#4 Positioning and Hand Training Towards Symbol Usage - from the Handbook of Blissymbolics 1978
#5 Eye Pointing: An Alternative Mode of Response - from the Handbook of Blissymbolics 1978
#6 Instruction for the Sensory Impaired - from BCI Newsletters 1974 to 1982
#7 Interaction - Readings from *Communicating Together*
#8 Readings on Technology
#9 Teaching Aids and Ideas - from the Handbook of Blissymbolics 1978

BLISSYMBOLICS: COMMUNICATION MATERIALS

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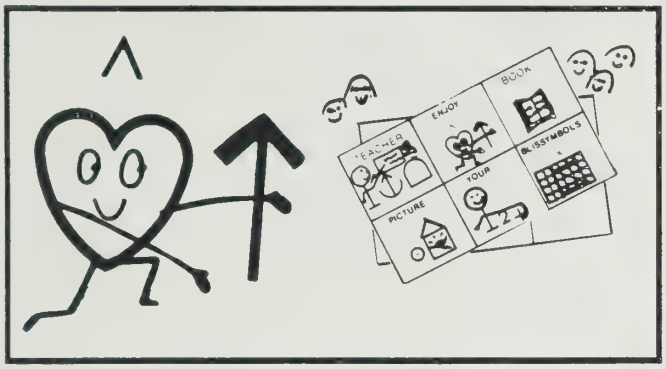


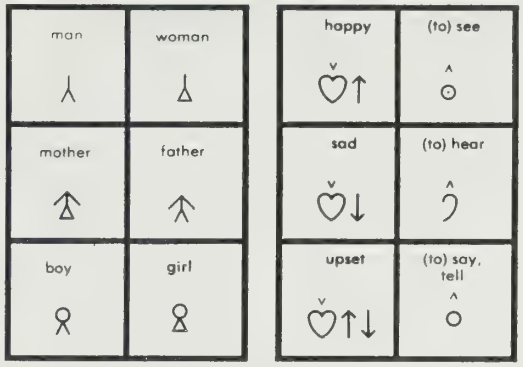
BM331 Picture Your Blissymbols

Illustrated Blissymbols in large stamp/flashcard format. Picture Your Blissymbols provides a teaching approach that is easy for the young or developmentally delayed learner. Vocabulary items have been chosen to support interactive communication. An unembellished set of Blissymbols that can be personalized is provided in addition to the already pictured Blissymbols. Instructional manual includes guidelines for program application, alternate ways to embellish Blissymbols and appendices of additional information. Three purchase options:

BM331-1 Complete Kit includes a Teaching Manual, Stamp and Flashcard Book, Blissymbols for Use, teaching aids and carrying bag.

BM331-2 Stamp & Flashcard Book, Teaching Manual and Blissymbols for Use.

BM331-3 Stamp & Flashcard Book and Teaching Manual



BLISSYMBOL STAMPS

Actual 9/16" size.

BM302 7\8" Revised Edition Stamps, Colour

BM303 7\8" Revised Edition Stamps, Black and White

Each book contains 1545 stamps, plus sentences and phrases for interaction, and other frequently requested sentences and combined symbols.

BM305 9\16" Stamps, Black and White

Includes 1400 stamps for the construction of personalized communication displays. May be an appropriate size for use on some communication aids.

" a necessity for locating stamps in 7/8 or 9/16 stamp books is ...A Guide For Using"

BM307 A Guide For Using Blissymbol Stamps

An alphabetical index of page location of Blissymbols in the stamp books. Suitable for 7/8" and 9/16" stamps.

BM301 Core Vocabulary

Contains 207 of the most frequently used Blissymbols in English alphabetical order. Each symbol is produced five times and includes seventeen sentences to facilitate interactive communication. Allows instructors to prepare displays for several students from one stamp book or duplicate displays for students to use at home, school or on outings.

Contact the ESCI office to enquire about Blissymbol and Augmentative Communication Training Seminars available during the year.

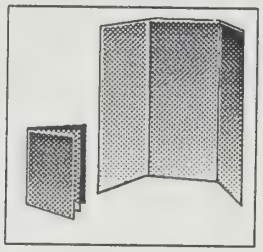
BM304 Grid for 7/8" stamps
BM306 Grid for 9/16" stamps

7/8" stamp size grid will take 400 stamps - sheet size 21 x 19-1/2 inches. 9/16" stamp grid will take 512 stamps - sheet size 20-1/2 x 12 -/2 inches.

BM308 Flashcard Booklet, Colour
BM309 Flashcard Booklet, Black-and-White

248 individual cards, 2 5/8" square, printed on medium weight Bristol board. Blank cards are included for adding vocabulary. Symbols are listed in English alphabetical order.

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377



BM310
BM311

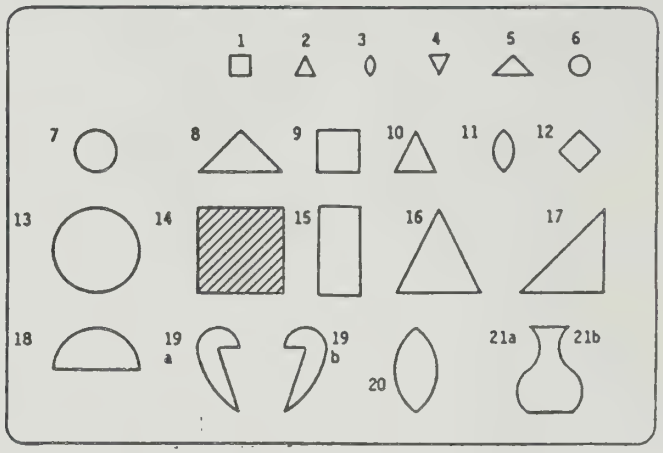
Display Folders

BM310 Large Display Folder

Tri-folder, case folds to $7\frac{1}{2} \times 17\frac{1}{4}$, open $23 \times 17\frac{1}{4}$. Holds over 350-7/8"stamps or 500-9/16" stamps. Vinyl rigid cover.

BM311 Small Display folder

Double folder 6 x 9 with plastic pages. Holds over 250 7/8 " stamps. Vinyl rigid cover.



BM321
BM322
BM323

Metric and Imperial Templates

Templates provide the instructor with a tool for accurate symbol drawing. They are helpful in making worksheets, display materials and in adding symbols to the students's display.

BM321 Large Metric Template
21 mm size for large size square

BM322 Small Metric Template
11 mm size for large size square

BM323 Imperial Template
One inch size for large size square

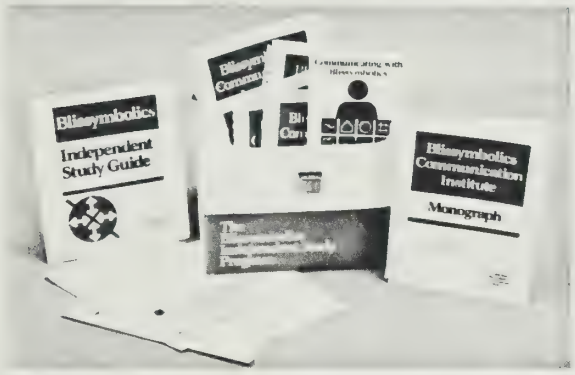
"large size square" is indicated by the striped lines in the above illustration

Contact the Easter Seal Communication Institute for information regarding the availability of Blissymbolics publications and communication materials in French and other languages.

BLISSYMBOLICS: PROFESSIONAL TRAINING

October 1987

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377



IS203

The Blissymbolics Independent Study Program

A home study course for Blissymbolics Elementary Training. Appropriate for professionals, family members or care givers who want to understand Blissymbolics as a system that grows with the user. Topics include: System and capabilities, Special Blissymbols, Vocabulary Selection, Blissymbol Communication and Interaction, Assessment and Programming. **Purchase options:**

IS203-1 Included in the kit is the Study Guide, a series of Monographs for supplemental reading, the template, exercise grid and stamps. Also included are the three required texts for the course completion, *Communicating with Blissymbolics, Blissymbols for Use,* and *Teaching and Using Blissymbolics.*

IS203-2 Includes all items listed above with the exception of the required reading texts. For the student with access to these texts for course completion through their office or library.

IS203-3 Additional set of Study Guide, Stamps, Grid and Template. Available only with the purchase of the other purchase options. For use in study groups.

Completion of the Independent Study Program enables students to apply for the Elementary Training Examination. Upon successful completion of the exam, the student receives an Elementary Training Certificate. Instructions for application to write the exam are included in the Independent Study Kit.

Contact the ESCI office to enquire about Blissymbol and Augmentative Communication Training Seminars available during the year.

BL201

Bickell Lecture

A lecture outline with detailed notes and support materials on Blissymbolics. This set of materials has been designed for instructors of augmentative communication courses within professional training programs. It provides an excellent way to provide accurate and interesting information about the capabilities of Blissymbolics with minimal time required by the instructor. Includes lecture notes, slides, overhead transparencies for one to three hours of instruction and masters for student handouts.

BL201-1 Kit includes lecture notes, 12 slides, 16 overheads, master copies of handout material and background reading material.

BL201-2 All of the above plus three reference texts: *Communicating with Blissymbolics, Blissymbols for Use, Teaching and Using Blissymbolics.*

SK202 Seminar Kit

Presentation material designed for instructors who have had Blissymbol Elementary Training, who have experience in teaching Blissymbols and who are responsible for conducting inservice and orientation seminars for parents, volunteers and support staff. Contains information on how to prepare, organize and present a seminar. Includes: slides, overheads, lecture notes and participant material.

BLISSYMBOLICS: STUDENT LEARNING MATERIALS

09 / 1987

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377

M904 Blissymbol Workbooks

An introductory set of six workbooks consisting of the following:
- School, Autumn, Weather, People
- I Love You
- Prepositions, Where are you?
- Body Parts, Me.

By Gwen Mann — Soft Cover

M905 Opposite Meaning Series

A fun way to learn about opposites and to use the opposite meaning strategy. Illustrated set of three children's books about opposite meanings.

Book 1-Learning Opposite-"My Two Fat Fish"
Book 2-Making Opposite
Book 3-Workbook

By A. Cocking — Soft Cover
Published by Centennial College Press

M908 Symbol Secrets

The first Blissymbol teacher introduces the "secrets" of the first Blissymbol users. An illustrated book to be enjoyed by all ages.

By Shirley McNaughton — Soft Cover, 44 pages

M906 A Coloring Book of the Home

A set of drawings of the home that are easily coloured. The English word, Blissymbol and sign appear on each illustration. Available individually or in packages of four.

Developed by the Suffolk Chapter of the Association for the Help of Retarded Children, Bohemia, New York — Soft Cover

M901 U.K. Symbol Pattern Book
M902 U.K. Worksheets
M903 U.K. Game Starter Pack

M901

U.K. SYMBOL PATTERN BOOK
Contains large template shapes drawn out on paper for all the basic shapes required to produce Blissymbols. Can by used as master patterns for making wooden symbols - foam symbols, or sewing. Included is a pattern for Symbol Boy or Girl Cloth Doll.

M902

U.K. WORKSHEETS
50 worksheets divided into 6 sets. Designed to develop visual and perceptual skills related to symbol recognition, shape differentiation and eventually to aid the progression from Blissymbols to reading.

M903

U.K. GAME STARTER PACK
Symbols on 11 card sheets arranged in groups of 12. 4 copies of each sheet. Includes suggestions for games and other activities.

Produced by the Blissymbolics Communication Resource Centre, South Glamorgan Institute of Higher Education, Cardiff, Wales.

M909 I Have A Flower

A colouring/story book about a boy who plants a seed, which grows into a flower in his classroom.

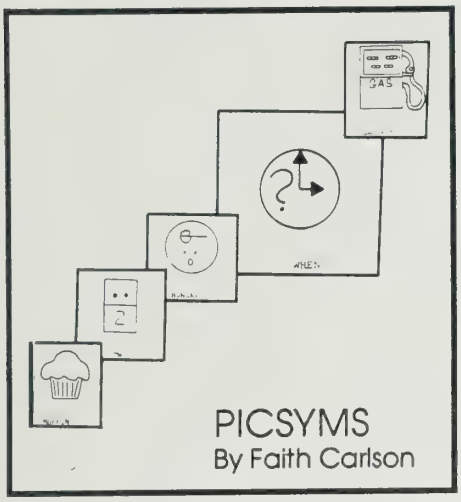
By J. Krech — Soft Cover, 17 pages

M907 Blissymbol Alphabet-Song

A set of display cards for the Blissymbol alphabet. Can be used by the teacher in focusing interest on Blissymbols for all students in the classroom. Can be displayed along with English alphabet and sign alphabet to demonstrate different types of alphabet. Black and white display cards to be coloured by student. Sheet music for alphabet song provides an easy way to learn the Blissymbol Alphabet.

By Shirley McNaughton — Soft Cover
Illustrations by Audrey King

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377



P1600
P1601
P1602
P1603
PICSYMS

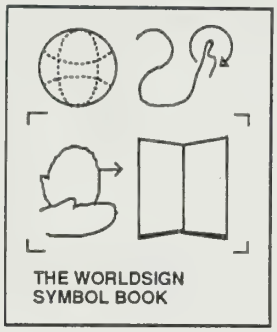
P1600 PICSYMS Categorical Dictionary
A Picture symbol system developed for young nonspeaking children. Contains 800+ symbols, suggestions for personalizing and creating new PICSYM symbols, and ideas on how to make PICSYMS meaninful to children.

P1601 PICSYMS Large Cards 2-3/4 x 2-3/4
P1602 PICSYMS Medium Cards l-7/8 x 1-7/8.
P1603 PICSYMS Small Cards 1-3/16 x 1-3/16.

Written by Faith Carlson.

W800
W801

Worldsign



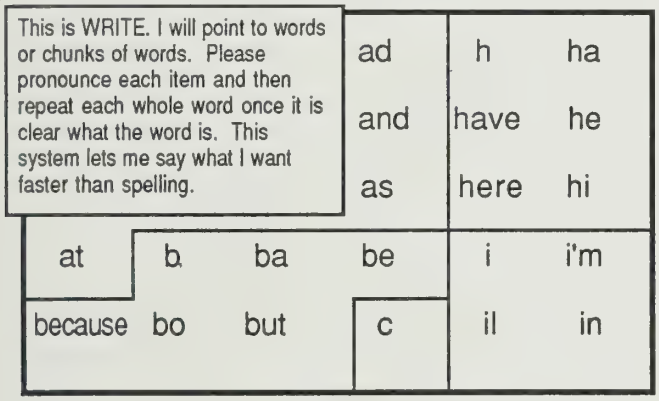
W800 Worldsign Exposition

Worldsign is a multi-sense communication system using concept symbols in three basic channels: signing, writing and time varying animation for film, video and computer. There are 700 basic symbols that may be combined to create new symbols. Contains information for learning to sign and write Worldsign. Soft Cover, 65 pages.

W801 Communication with Symbol Animation - Worldsign

59 minute film about the evolution of Worldsign and offering some suggestions about its use. Includes companion manual. Soft Cover, 50 pages.
Manual sold separately.

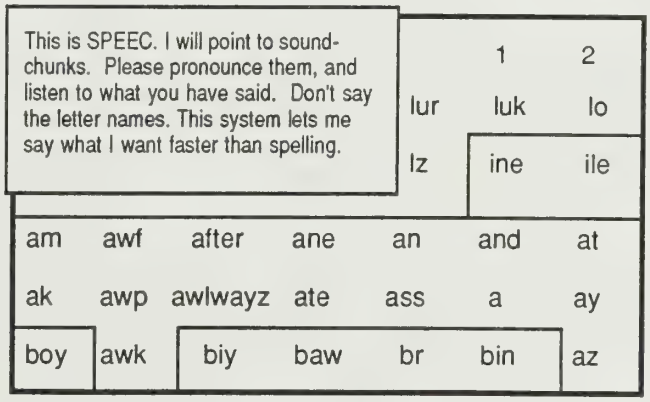
by David Orcutt 90 min. VHS



WR700 WRITE Instructions

WRITE is a spelling-based communication system within which each unit is a single letter, a part of a word or a whole word that occures frequently in spoken English. Instructions for WRITE includes information relating to the layout and construction of a WRITE communication board, lists by frequency and in alphabetical order for 100, 200, 300 and 400 units, a description of the lists and layouts and a short article regarding usage of WRITE, published in Communicating Together, May 1984. Original printing November 1985.

By Cheryl Goodenough-Trepagnier Soft Cover

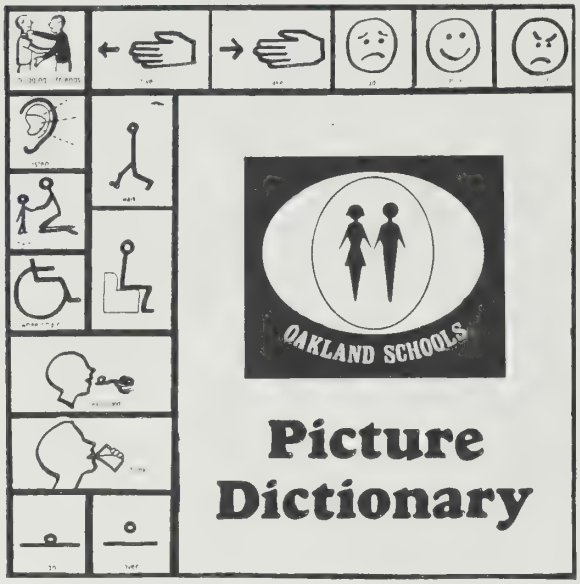


SP701 SPEEC Manual

SPEEC is a sound based communication system in which each unit represents "chunks of sound". Students are encouraged to select the largest available chunks by which they can represent the sounds of the desired words. The Manual includes an introduction to SPEEC, training lessons, instructions for making a SPEEC Board, suggestions for use and samples of various SPEEC formats and references for further reading. Original printing, August 1979.

By Cheryl Goodenough-Trepagnier Soft Cover

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377

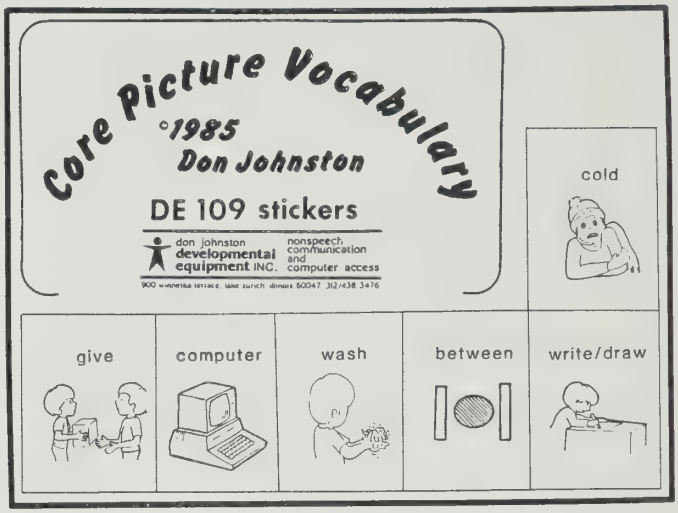


OA702 Oakland Schools Picture Dictionary

Over 500 clear line drawings that can be used for communication boards and language training. Black and white drawings are presented in three sizes: 1/2", 1" and 2". Contains alphabetical and categorical indexes. Includes personal needs and vocational vocabulary appropriate for adolescent's communication activities in daily living.

By Ina Kirstein

Binder
Removable pages

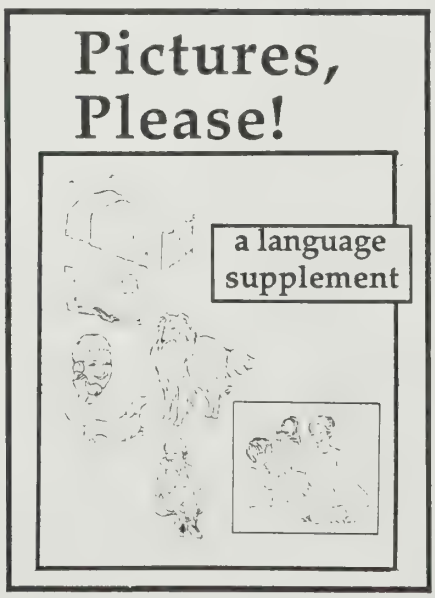


CO106 Core
CO107 Picture
CO109 Vocabulary

Line drawings for children. Contains 160 pictures which depict recurrence, possession, objects, etc. Unlaminated cards allow instructor to add highlighting. Heavy duty cards are laminated for durability.

CO106 Unlaminated cards 2-3/4" square.
CO107 Heavy Duty laminated cards 2-3/4" square
CO109 Stickers 1-3/4" x 1-1/4"

by Don Johnston



7039

Pictures Please!

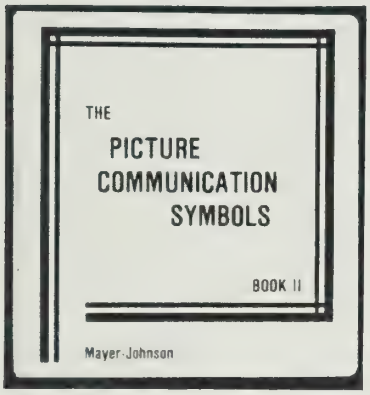
A language supplement containing 1,232 illustrations. Each page may be used for more than one level of development from basic vocabulary building to the most complex language skills. Pages arranged according to five major parts of speech - nouns, verbs, prepositions, pronouns, and modifiers. Coded and cross referenced for teaching various semantic and syntactic language concepts.

By Marcia Stevenson Abbate
and Nancy Bartell LaChappelle

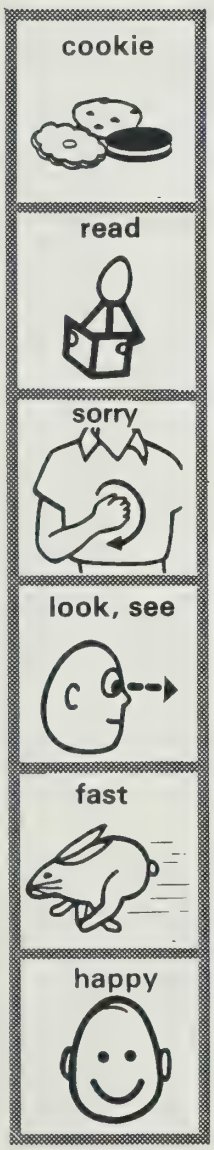
Binder
Indexed removable pages

PICTURE COMMUNICATION SYMBOLS

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377



Picture Communication Symbols (PCS)



H200 PCS BOOK I

Simple, clear drawings that reproduce well on any copying machine. Over 700 symbols in 1" and 2" size. Adaptable for use in a wide variety of communication aids, environments and language training activities. Appropriate for many levels. Divided into the six word categories - people, nouns, descriptive, social and miscellaneous.

Contains: 3-ring binder; sample grids, a Guide offering specific instructions and suggestions on how the symbols can be used in different styles of communication; specific training procedures for aid user and listener; information about the different persons who can benefit from using PCS; recording forms for training programs.

H250 PCS Book II

Additional set of 1,100 symbols. Topics include: fast food restaurants, workshop, religion, sexuality, gardening, computers, cleaning, leisure, holidays and school. Also contains blank container shapes and basic faces and heads that can be individualized. Phrases such as "please repeat", "not on this board" and "don't interrupt" are included. Notes provide suggestions and explanations concerning some of the new symbols and a summary of key suggestions from Book I.

Actual 1" size stamps

H205 PCS Book I Stamps

5400 stamps of the 720 symbols in PCS Book I. 1" square size arranged alphabetically on white gummed paper in tablet form. Alphabetical and categorical index included.

H220 PCS Book II Stamps

9,100 stamps of the 1,100 symbols in Book II. 1" square size arranged alphabetically on white gummed paper in tablet form. Alphabetical and categorical index included.

H811 PCS 1" Grids

Set of six 8-1/2" x 11" for 1" size symbols.

H812 PCS 2" Grids

Set of six 8-1/2" x 11" for 2" size symbols.

H841 PCS 1" Grids

Set of four 17-1/2" x 22" grids for 1" size symbols

H842 PCS 2" Grids

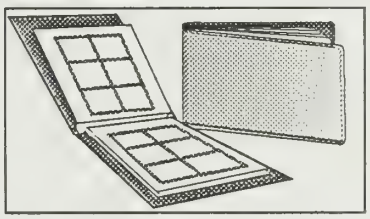
Set of four 17-1/2" x 22" grids for 2" size symbols

H821 PCS 1" Grids for Pocket Size Communication Book

Set of 6 grid sheets - enough for three and a half pocket display folders.

H771

Pocket-Size Communication Book



Non-glare page covers enclosed in a pliable vinyl cover. Convenient to carry in breast or hip pocket. Grids included provide for 96 symbols of 1" size. Includes identification label. Actual notebook size is 3-1/5" by 4-1/5".

Life Experiences Communication Kit

...promotes the development of language and active participation in daily living skills

H430

Life Experiences Communication Kit

Provides 11 separate "Lesson Plans" with teaching materials. Activities include: make juice, make coffee, make iced tea, make peanut butter sandwich, make tuna sandwich, make luncheon meat sandwich, wash face, wash hands, clean table/wash dishes, go to restaurant, work computer. Kit includes: 6 boards 8-1/2" x 11", concise step-by-step Picture Direction Sheet illustrated with 2" size PCS symbols; Instruction Sheet which discusses how to teach the specific activity; and a list of eliciting questions to start and continue the flow of communication during the activity. Extra Mini Boards available.

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377

FOOD PICTURE BINGO
A FUN GAME TO IMPROVE
- Picture symbol identification
- Matching skills
- Reading and spelling of key vocabulary

H500

Food Picture Bingo

An educational game for 1 to 20 mentally handicapped students, or children and adults functioning at a low skill level. It reinforces: skills in identifying PCS symbols, matching - spelling - reading skills; counting skills; independence. Includes: games materials and instruction sheet; possible performance objectives; ideas for adapting game to various skill levels of students; ideas for other uses of game materials.

H300 Practice Communication Cards

Designed to practice the use of a communication aid by having the nonspeaking person describe the pictures. Can be used with any type of communication aid and symbol system. Organized into six categories: people, verbs, descriptive, nouns, places, and miscellaneous. Printed on 5" x 7" heavy cards with protective coating. Numbered for easy location. A Guide is included which offers types of training activities and games, pre-training suggestions, types of cues and scoring systems.

H900
H901
H902

Individualized Communication Systems

The Individualized Communication System (ICS) kits were designed to adapt to the changing needs of the nonspeaking person. Each symbol has its own "pocket" for easy changes. ICS boards can hold many types of pictures or symbols in close to 1" or 2" size. The board is made of sturdy washable vinyl, and has a non-glare plexiglass cover. Each board comes equipped with plexiglass cover, clips, and seven pieces of coloured stock for mounting symbols. Please contact us for replacement components.

H900 The ICS Mini-Board. 8-1/2" by 11". Has 35 pockets for 1" size symbols. Weighs less than one pound. Excellent for field trips.

H901 The ICS 1" Board. 11-3/4" by 19". Has 84 pockets for 1" size symbols. Lay it on a table or lapboard, or place it on an easel.

H902 The ICS 2" Board. 11-3/4" by 19". Has 24 pockets for 2" size symbols. Great for a training board, or for a person with limited vision or pointing skills.

SOFTWARE

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377

S502 Talking Blissapple

Requires Apple II with 48K, a Grappler printer interface card for printing, and aVotrax Personal Speech System, with super serial card and connecting cable for synthetic speech.

Contains 1400 Blissymbols as well as number and alphabet characters. Allows users to write with Blissymbols and have their message displayed on a screen, spoken, and printed. Symbols can be recoded to construct customized user vocabularies. Manual, 1 disk.

Developed by the Trace Research and Development Centre, University of Wisconsin - Madison.

MAP Programs (HMMC)

Used with 64K Apple II+, IIe or IIc with one disk drive.

S505 Picman

Graphic drawing capability for single input control users. Computer commands displayed in Blissymbols. Commands can be selected with a single switch or any key on the keyboard. Spoken commands with a Votrax or Intex Talker speech synthesizer is optional. Accommodates Grappler printer interface card (optional). Manual, 1 disk.

S506 Single Input Control Assessment

Aids in assessing disabled person's potential for single input computer control. Monitors performance by three computer tasks. Uses graphic design. Stores performance data automatically on disk. Manual, 1 disk.

Developed by the Microcomputer Applications Program of the Hugh Macmillan Medical Centre.

S504 MECC Bliss Training Programs I-IV

Apple II computer. Set of 4 programs generated in BASIC to permit direct transfer to Blissymbol learning programs for nonspeaking students. Programs sold separately.

S504-1 Blissboard

Contains a 500-Blissymbol display and its diskette counterpart. Within Blissboard, Blissboard Talk displays any one of the 500 Blissymbols, with or without words, for instruction and communication. Manual, 1 disk.

S504-2 Bliss Library

Two diskettes contain the library of 1400 Blissymbols. A third disk accesses the library and has two components: Blisstalk - allows the student to display a sequence of Blissymbols with or without words from the 1400-Blissymbol library; Blisstable Maker - allows the student to transfer and store Blissymbols and words to a separate diskette.
Manual, 3 disks.

S504-3 Bliss Drills

Contains four different sections for using and making drills: Drill Maker - creates drills using either Blissboard or Bliss Library; Single Symbol Drill - for discrimination of symbols; Word Symbol Drill - allows for the selection of one to three specific symbols with their associated words; Drill Eraser - deletes drills no longer needed. Manual, 1 disk.

S504-4 Blissymbol Concepts

Contains six parts: four teach the concept of left/right directionality; one provides drill on the spatial location of objects; one teaches the concept of pairs. Manual, 1 disk.

Developed by John and Florence Wertz of Minneapolis and the Minnesota Educational Computing Consortium (MECC). In the US, available from Minnesota Computing Consortium, 2520 Broadway Drive, St. Paul, Minnesota 55113.

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377

S501 Blisspen

For use with 64K Apple, Apple II, Apple II plus, or Apple IIe. Requires 2 disk drives and a Grappler printer interface card for printing.

Contains vocabulary of over 200 Blissymbols. Permits student to write and edit Blissymbol stories. Contains Manual, 2 disks, coloured Blissymbol display, with symbols, words and access code numbers.

Developed by: Blissymbolics Communication Institute and the Augmentative Communication Service of the Hugh MacMillan Medical Centre.

S503 Bliss Skills

Used with Apple II series, requires 48K memory with an additional 16K of memory for the data management utility.

Designed for student, teacher, and researcher to create individualized drills. Four possible screen formats for drills. Accesses the 1400 Blissymbol BLISS LIBRARY disks. Provides storage and retrieval of information on student's performance. Students independently interact with the drills via the Apple keyboard or single-input switches (through Game I/0 connector). Contains Manual and 1 disk.

Developed by the Vocational and Rehabilitation Research Institute, Calgary, Alberta.

PRICE LIST 1987

Distributed by: Easter Seal Communication Institute, 24 Ferrand Drive, Don Mills, Ontario, M3C 3N2 Telephone (416) 421-8377

Augmentative Communication Publications

AC101	Augmentative Communication: An Introduction FOR ASHA MEMBERS ONLY: contact ASHA, 10801 Rockville Pike, Rockville, Maryland 20852 for Special Member Price of $22.50 US.	$48.00
AC102	A Protocol for Assessment of the Communicative Interaction Skills of Non-Speaking Severely Handicapped Adults And Their Facilitators	$15.00
AC103	A Fragile Tree - Has Roots	$12.95
AC104	Count Me In	$9.50
AC105	The Communicative Interaction Patterns of Young Nonspeaking Physically Disabled Children And Their Primary Caregivers	$20.00
AC106	Conversations with Non-Speaking People	$4.50
AC107	Jonathan, Too, Goes to Day Nursery	$4.50
AC108	Everybody's Technology	$19.50
AC109	Recognizing & Enhancing The Communication Skills of Group Home Clients	$7.00
AC110	Talk is Not a Four-Letter Word (1/2" VHS Videotape, 16 Minutes)	$20.00
AC111	Proceedings - 1st Annual MINSPEAK Conference Proceedings, November 19-29, 1986	$35.00
AC112	Songbook - Signs and Symbols for Children	$12.00
AC113	Communication Interaction between Aided and Natural Speakers...soon to be available -approx.	$16.00

Blissymbolics: Reference Publications

PB401	Blissymbols for Use and Supplement	$25.00
PB402	Communicating with Blissymbolics	$23.00
PB403	Teaching and Using Blissymbolics	$20.00
PB404	Semantography (Blissymbolics) - by C.K. Bliss	$68.00
PB405	The Blissymbols Picture Book - by C. K. Bliss	$135.00

Monographs

PB406-1	#1 Blissymbols -- A Short History	$3.00
PB406-2	#2 Blissymbol Applications	$11.00
PB406-3	#3 Perspective on Communication Assessment	$3.00
PB406-4	#4 Positioning & Hand Training Towards Symbol Usage	$3.00
PB406-5	#5 Eye Pointing: An Alternative Mode of Response	$4.00
PB406-6	#6 Instruction for the Sensory Impaired	$2.00

Monographs... Continued

PB406-7	#7 Interaction -- Readings from *Communicating Together*	$3.00
PB406-8	#8 Readings on Technology	$2.00
PB406-9	#9 Teaching Aids and Ideas	$11.00
PB407	Blissymbols for Preschool Children	$6.00
PB408	Introducing Blissymbolics - A Guide for Parents And Friends of Symbol Users	$8.00
PB409	Pallè Alone in the World	$15.00
PB411	Blissymbolics: Speaking Without Speech	$18.00

Blissymbolics: Professional Training

Bickell Lecture

BL201-1	Bickell Lecture Includes lecture notes, 12 slides, 16 overheads, master copies of handout material, and background reading material.	$90.00
BL201-2	Bickell Lecture As above and includes three reference texts: Communicating With Blissymbolics, Blissymbols For Use, and Teaching And Using Blissymbolics.	$150.00
SK202	**Seminar Kit** Contains participant materials, presentor materials, transparencies, slides, etc.	$155.00

Blissymbolics Independent Study Program

IS203-1	Option 1 - Independent Study Program -Includes study guide, series of monographs for supplemental reading, template, exercise grid and stamps and three reference texts.	$145.00
IS203-2	Option 2 - Includes the Independent Study Program, but not three required reading texts.	$85.00
IS203-3	Option 3 - Additional set of Study Guide, stamps, grid, and template (available only with IS203-1 or IS203-2)	$55.00
	Completion of the Independent Study Program entitles participants to apply for the Blissymbol Elementary Examination.	$45.00

Blissymbolics: Communication Materials

BM301	Core Vocabulary	$16.00
BM302	7/8" Stamps, Colour Coded	$20.00
BM303	7/8" Stamps, Black & White	$20.00
BM304	7/8" Grids	$3.00
BM305	9/16" Stamps, Black & White	$12.00
BM306	9/16" Grids	$3.00
BM307	*A Guide for Using Blissymbol Stamps*	$5.00
BM308	Flashcard Booklet, Colour Coded	$16.00
BM309	Flashcard Booklet, Black & White	$16.00

Blissymbolics: Communication Materials

(Continued)

BM310	Large Display Folder (grid not included)	$10.00
BM311	Small Display Folder (grid not included)	$9.00
BM321	Large Metric Template	$11.00
BM322	Small Metric Template	$9.00
BM323	Imperial Template	$12.00

Picture Your Blissymbols

BM331-1	Complete Kit includes a Teaching Manual, Stamp & Flashcard Book, Blissymbols For Use, teaching aids, and carrying bag.	$75.00
BM331-2	Stamp & Flashcard Book, Teaching Manual, and Blissymbols For Use	$60.00
BM331-3	Stamp & Flashcard Book and Teaching Manual	$45.00

Blissymbolics: Student Learning Materials

M901	U.K. Symbol Pattern Book	$12.00
M902	U.K. Worksheets	$14.00
M903	U.K. Game Starter Pack	$15.00
M904	Blissymbol Workbooks	$15.00
M905	Opposite Meaning Series	$15.00
M906	A Coloring Book of the Home	$3.00
M907	Blissymbol Alphabet Song and Flashcards	$5.00
M908	Symbol Secrets	$5.00
M909	I Have a Flower	$2.95

Software

S501	Blisspen (manual, 2 disks, and Blissboard vocabulary display)	$45.00
S502	Talking Blissapple (manual and disk)	$45.00
S503	Bliss Skills (manual and 1 disk)	$35.00

MECC Bliss Training Programs I-IV

S504-1	I - Blissboard (manual and 1 disk)	$44.00
S504-2	II - Bliss Library (manual and 3 disks)	$96.00
S504-3	III - Bliss Drills (manual and 1 disk)	$43.00
S504-4	IV - Bliss Concepts (manual and 1 disk)	$44.00

MAP Programs (HMMC)

S505	PIC Man (manual and 1 disk)	$50.00
S506	Single Input Control Assessment (1 disk and 2 manuals)	$60.00

Graphics: Communication Systems

PICSYMS by Faith Carlson

PI600	PICSYMS Categorical Dictionary	$35.00
PI601	PICSYMS Large Cards	$28.00
PI602	PICSYMS Medium Cards	$21.00
PI603	PICSYMS Small Cards	$14.00
WR700	**WRITE Instructions** by Cheryl Goodenough-Trepagnier	$14.00
SP701	**SPEEC Manual** by Cheryl Goodenough-Trepagnier	$14.50

Worldsign by David Orcutt

W800	Worldsign Exposition	$15.50
W801	Communication with Symbol Animation - 1/2" VHS Videotape and Companion Manual.	$95.00
W801	Manual only	$15.50

Graphics: Picture Sets

OA702	**Oakland Schools Picture Dictionary** by Ina J. Kirstein	$63.00

Core Picture Vocabulary by Don Johnston

CO106	Unlaminated cards (2-3/4" square)	$34.00
CO107	Heavy duty laminated cards (2-3/4" square)	$53.50
CO109	Stickers (1-3/4" by 1-1/4")	$17.00
7039	**Pictures Please!**	$55.00

Picture Communication Symbols

by Roxanna Mayer-Johnson

H200	PCS Book I	$63.00
H250	PCS Book II	$69.00
H205	PCS Stamp Book I	$41.00
H220	PCS Stamp Book II	$55.00
H811	PCS 1" Grid 8-1/2 X 11"	$2.00
H812	PCS 2" Grid 8-1/2 X 11"	$2.00
H841	PCS 1" Grid 17-1/2 x 22"	$10.00
H842	PCS 2" Grid 17-1/2 x 22"	$10.00
H821	PCS Grid for Pocket-Size Display Folder	$2.00
H771	Pocket-Size Communication Display Folder	$5.00
H300	Practice Communication Cards	$34.00
H430	Life Experiences Communication Kit	$54.50
H500	Food Picture Bingo	$20.00
H900	The ICS Mini-Board	$27.00
H901	The ICS 1" Board	$40.00
H902	The ICS 2" Board	$40.00

Terms and Conditions of Sale

Delivery:
Please add 15% to orders for shipping and handling. Orders under $10.00 add $1.50 shipping and handling. Shipping and handling rates are based on delivery in Canada. Special shipping instructions, and shipping addresses outside Canada, may cost in excess of 15%. Purchaser will be invoiced accordingly.

Payment:
Required upon receipt of invoice. Prices are in Canadian dollars, and are subject to change without notice. For your convenience we now accept payment by VISA in Canadian funds. Please see the enclosed Order Form to place an order, or contact the Easter Seal Communication Institute at 24 Ferrand Drive, Don Mills Ontario M3C 3N2 CANADA
(416) 421-8377 Ext: 2205

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Address:_____

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Please provide shipping address if different from invoice address.

For VISA payments in Canadian funds, please fill out the following:

Card Number:_____ Expiry Date:_____

Signature:_____

Quantity	Item Number	Description	Unit Cost	Total

Sub-total _____

15% Shipping and Handling _____

Total _____

Make cheques payable to **Easter Seal Communication Institute** and forward orders to the following address:

Easter Seal Communication Institute
24 Ferrand Drive, Don Mills, Ontario
Canada M3C 3N2
Phone (416) 421-8377 ext 2205

Please see reverse page for the Terms and Conditions of Sale and a list of our Distributors. To place an order from outside Canada please contact the Distributor in your area for prices and availability.

ESCI Terms and Conditions of Sale

Delivery:
Please add 15% to orders for shipping and handling. Orders under $10.00 add $1.50 shipping and handling. Shipping and handling rates are based on delivery in Canada. Special shipping instructions, and shipping addresses outside Canada, may cost in excess of 15% and purchaser will be invoiced accordingly.

Returns:
Purchasers may return any products within thirty days of receipt, provided it is returned in resaleable condition. Money will be refunded, less a 10% restocking charge.

Payment:
Required upon receipt of invoice. Prices are in Canadian dollars, and are subject to change without notice. For your convenience we now accept payment by VISA in Canadian funds.

Distributors List

Australia
Kathryn Barrett
The Spastics Centre of New South Wales
5 Aquatic Drive
Allambie Heights
NSW 2100
Australia

Canada
Easter Seal Communication Institute
24 Ferrand Drive
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Canada M3C 3N2

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Cerebrale du Quebec Inc.
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Netherlands
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c/o The Spastics Society
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United Kingdom

United States
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Developmental Equipment
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